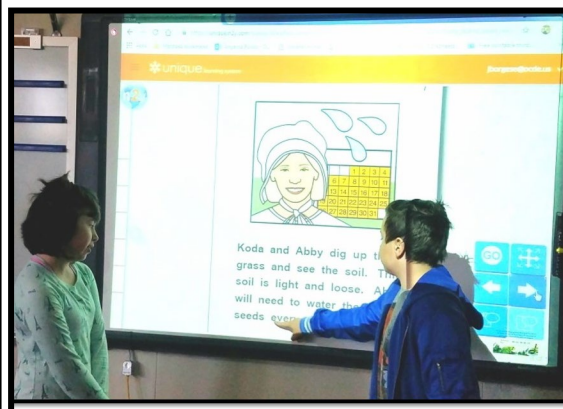




# Orange County Department of Education Local Control Accountability Plan: 2019-2020 Annual Update: 2018-2019





# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Orange County Department of Education	Laura Strachan Assistant Superintendent	<a href="mailto:lstrachan@ocde.us">lstrachan@ocde.us</a> (714) 245-6403

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Orange County Department of Education’s (OCDE) vision is that Orange County students will lead the nation in college and career readiness and success. The OCDE\* divisions of Alternative Education (ACCESS) and Special Education Services play a supportive role in the fulfillment of this vision in collaboration with educators at all levels of student development, from early childhood through higher education, and in partnership with families, businesses, community organizations, and school districts. We believe that to lead the nation in college and career readiness and success is a high ambition, but within the reach of Orange County students.

OCDE’s personnel offer support, professional development, and student programs through its divisions and departments. We recognize that college and career readiness and success requires the contributions of educators at all levels of student development, and for students it involves not only academic mastery, but also emotional and social development in safe and supportive schools and communities. College and career readiness and success are defined by individual student interests, capacities, and choices, and all students need support to acquire competencies and skills that will allow them to succeed in the 21st Century.

We provide our students with a caring, safe, and successful learning environment, lifelong skills, and instill a desire for personal transformation. We incorporate a technology rich environment that stimulates meaningful dialogue and application of real life skills, including Career Technical Education (CTE) opportunities. We support the whole child in building confidence through an engaging, rigorous, individualized academic program that includes co-curricular activities. We value our dedicated faculty, parents, community, and partners who make a difference for students by creating a pathway for future continued success. We commit to a high level of student engagement and attendance, increased academic achievement, and positive collaborative behaviors that promote students becoming productive citizens who are college, career, and life ready.

The thread that is woven throughout this document is one of engagement. The goals, actions, and services target the collaboration and participation of students, staff, parents/guardians, and stakeholders in the educational process. Through ongoing partnership, outreach, and communication, we have built a community focused on student engagement, learning, and achievement.

As we become more successful in engaging students in the empowerment of their learning, college, career, and life readiness goals become a reality. By providing students with dynamic 21st Century learning opportunities, such as digital media, online learning, and virtual platforms, technology becomes an integral part of the academic process. This engagement also includes increased family involvement, enhanced co-curricular activities, improved and rigorous curriculum, and additional student support services that afford the optimum framework for student success.

In addition to supporting local school districts, OCDE also operates unique educational programs serving students throughout Orange County. The division of Alternative, Community, and Correctional Education Schools and Services (ACCESS) provides educational options countywide for a variety of distinctive student populations. Through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school programs, we serve at-risk students who have not been successful in traditional school environments. Our independent study program, Pacific Coast High School, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and hybrid course options for its students. In addition, our Community Home Education Program serves and supports parents who wish to teach their Transitional Kindergarten (TK) through 8th grade children at home. The OCDE also operates the Division of Special Education Services that serves students with severe physical and cognitive disabilities, and deaf and hard of hearing students from birth through 22 years of age residing in Orange and surrounding counties.

The following OCDE programs are addressed in this Local Control Accountability Plan (LCAP):

- ACCESS Community School Programs are most often a short-term placement for students who are highly transient due to truancy, expulsion, drug use, gang affiliation, adjudication, teen pregnancy/teen parenting, homelessness, and foster youth placements. These students are often credit deficient, disenfranchised, and have significant gaps in their knowledge of essential core academic skills. There are two educational options within the ACCESS Community School Program to best meet the needs of our students. These options are a day school program and a contract learning/independent study program.\*\*
- ACCESS Juvenile Court School Programs serve adjudicated youth in juvenile hall, probation camps, alternative means to confinement programs, and social service emergency placements. These students are wards of the court and are often transferred between juvenile court schools as a result of Probation or Social Service Department guidelines. The average stay within these facilities is between 30 and 60 days. However, a small group of incarcerated students receive longer commitment times and remain in custody three to four years, and may stay in these programs up to the age of 22.\*\*
- The Community Home Education Program (CHEP) (grades TK-8) and Pacific Coast High School (PCHS) (grades 9-12), are OCDE's independent study programs known collectively as Orange County Community Schools (OCCS). These schools support parents and students who want or need an alternative approach to a traditional brick and mortar school. PCHS is a UC-approved and National Collegiate Athletic Association-accredited program.\*\*
- The Division of Special Education Services serves students with severe physical and cognitive disabilities that present challenges to academic progress. Included in this group are also students with severe emotional disabilities that interfere with academic achievement. Students served in the Deaf and Hard of Hearing (D/HH) programs are integrated into general education core academic subjects as appropriate.

The majority of students served in these programs are expelled, severely credit deficient, have a history of truancy, and are highly at-risk of dropping out of school. Consequently, most of the actions and services listed in this document are targeted to serve the unduplicated count for foster youth, low-income, and English Learners.

The California Longitudinal Pupil Achievement Data System (CALPADS) "Information Day" report calculates the percentage of this unduplicated count to be 85.5%. When appropriate, we have specifically identified the student subgroups and the actions and services intended to support them. A detailed breakdown of OCDE student demographic information can be found in Appendix C.

\*A complete list of acronyms used in this document can be found in Appendix A.

\*\*ACCESS Special Education Services are provided to students in these programs as deemed appropriate by the Individual Education Plan (IEP) team.

*Please note that the designation of "LEA-wide" in this document refers to all schools in ACCESS **and** all schools in the Division of Special Education Services. The "Schoolwide" designation refers to all ACCESS schools **or** all schools in the Division of Special Education Services. The "ACCESS-wide" designation includes approximately 3,700 students in ACCESS programs. The "Special Education Division-wide" designation includes approximately 475 students in the programs operated by the Division of Special Education Services. The designations of "Countywide" and "All Schools" encompasses all foster youth in Orange County schools.*

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP. **(Found in Annual Update)**

### **Offered Greater Access to Technology**

- Expanded student laptop lending program (A.1-2)
- Increased wireless hotspots to students for out-of-school connectivity to curriculum (A.1-2)
- Greater deployment of Promethean Boards (A.1-2)
- Enhanced usage of Google Apps for the Classroom by teachers and students (A.2-2)
- More teachers have reported using technology as part of the instructional program (A.2-2 and Goal A.2 Measurable Outcomes)

### **Targeted Student Support Services and Co-Curricular Activities**

- Sport-themed, character-building activities (B.2-5)
- Summer at The Center theater arts program (B.2-2)
- Career Success Week for employability skill building (B.2-6)
- College Tours and Career Forum (B.2-2)
- Mock Trial (B.2-2)
- Library Link (B.2-7)

### **Supported Multi-Tier System of Support (MTSS) and Restorative Practices**

- Trained an additional 139 staff members in Restorative Practices (C.4-12)
- Four Community School Clinicians to address social-emotional student needs (C.4-3)
- Three Community School Nurses (one LCAP-funded) to address the health needs of students (C.4-9)
- Four School Counselors provided academic support to students (C.4-4)
- SWIFT Education Center monthly trainings supported the implementation of MTSS (C.4-11)

### **Enhanced Universal Design for Learning (UDL) and Increased Utilization of Adopted Curriculum**

- Purchased and implemented iReady assessment software (C.1-15)
- Five Teachers on Special Assignment provided coaching, lesson design, and support in classrooms (C.1-1 and C.1-3)
- Partnered with UCI to create middle school and high school integrated history lessons (C.1-12)
- Hired a reading specialist and paraeducator to support literacy (C.1-16)
- Designated ELD curriculum, MELD, developed and uploaded into Google Docs (C.1-13)



- Supported language acquisition of English Learners through assistance of Title III Academic Support Assistants (C.1-5)
- Hired Career Technical Education (CTE) Coordinator to implement CTE pathways (B.2-3)

### **Expanded Services in the Division of Special Education Services**

- Continued to implement and utilize Unique Learning Systems (ULS), ST Math, and SANDI/FAST for students with the most significant disabilities (A.2-5)
- Trained teachers in the utilization of the SEACO Access Guide for ELA and Math state standards to support IEP goal writing and development for students with the most significant disabilities (A.2-7)
- Special Education staff involved in the updating of the SEACO Access Guide for Science to align with the NGSS Science Standards
- Venado Middle School Deaf and Hard of Hearing program participated in the Gallaudat University sponsored Battle of Books, placing Number 1 in the country (B.2-2)
- University High School Deaf and Hard of Hearing program hosted and competed in the Gallaudat University sponsored Academic Bowl (B.2-2)
- DH/H Program developed a monthly family support training network open to all families of deaf and hard of hearing individuals in Orange County (B.1-2)

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### **Greatest Progress**

This year, our areas of greatest progress, as evidenced in the LCAP document and stakeholder feedback, are as follows:

- Improved technology infrastructure, expanded bandwidth, increased number of devices in the classroom, and increased number of hotspots for student use
- Expanded parent trainings and events
- Continued support provided by Teachers on Special Assignment (TOSAs)
- Division-wide training and implementation of iReady
- Continued collaboration between ACCESS and the Division of Special Education Services

Greater accessibility and reliability for student use of technology for instruction was provided through the following: new switches, web-filtering software, increased connectivity at 49 school sites, and the purchase of 201 kajeets. Promethean Boards have been deployed to promote the use of technology for instruction.

More parent/guardian events were offered as opportunities to become more involved in their child's education and to encourage positive parenting techniques. Parents expressed the value of the information that they received in these trainings, and students reported improved relationships at home. As a result, teachers have noticed greater family engagement and better behavior in the classroom.

TOSAs continued to provide a greater level of support to students and staff through coaching and sharing of best practices. This level of support was evidenced through updated curriculum websites, lesson guides, and supplemental materials readily available to all staff. Teaching staff communicated their appreciation of the TOSA support with the implementation of the adopted curriculum and navigating the online resource materials.

ACCESS-wide implementation of iReady assessment software provided staff with valuable student information to drive instruction by offering remedial lessons to address areas of need. This assessment software produced a snapshot of student ability level in Math and English Language Arts and will allow teachers to continue to monitor student progress over time. In addition, a reading specialist and paraeducator have been hired to address the literacy needs of students.

The OCDE Deaf and Hard of Hearing program at University High School and Venado Middle School continued to compete on a national level academically and were recognized for their achievements. Two teams from Venado Middle School won their divisions in the National Battle of the Books reading competition hosted by Gallaudet University in Washington, D.C.

The Division of Special Education Services continued to implement and adopt resources and materials to support students with the most significant needs. These materials include Unique Learning System (ULS), ST Math, SEACO Access Guide, and SANDI/FAST. The ongoing support of the Division of Special Education Services TOSA is highly valued by the program.

During 2018-19, in order to build upon our success as listed above, ACCESS and the Division of Special Education Services instituted the following:

- Expanded parent training opportunities and information events
- Continued teacher support, coaching, and lesson design from TOSAs
- Enhanced use of Restorative Practices in our community and court schools
- Began development of three-year training plan to support professional development aligned to the needs of students with the most significant disabilities

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

The LCAP process continues to provide OCDE with the unique opportunity to look at the critical needs of the school programs and the students with the actions and services as a vehicle for addressing these essential areas, as well as the California State Dashboard Indicators for which the “all students” group is in red or orange. The indicators for which the “all students” group has an indicator of red are Chronic Absenteeism, Graduation Rate, and Mathematics. The indicators for which the “all students” group has an indicator of orange are College/Career and English Language Arts.

In reviewing the Annual Update and evaluating LCFF Rubrics, student attendance remains a significant area of need and will be the targeted focus to improve student performance in all of the above areas. Data indicates that our attendance rate has decreased 2% from the prior year, falling short of our goal of 75%. Students continue to enter the program with more significant attendance, academic, behavioral, and emotional needs, thus negatively impacting our attendance rate. Strategies to address these needs in the 2019-20 school year include



administrators continuing to conduct Student Intervention Team meetings to discuss student attendance issues, as well as utilizing the newly developed Truancy Reduction Plan. Attendance Specialists will be hired to monitor absenteeism and partner with staff and parents to improve student attendance.

To address graduation rate, the following actions will be targeted. The student's grade level will be determined by credits earned. The Truancy Reduction Plan will be effectively utilized to improve attendance and thus impact graduation rates. Potential graduates will be targeted for transition services to assist students in achieving their academic goals.

To improve the Mathematics indicator, specialized Academic Support Assistants in the area of Mathematics will be hired to provide additional tutoring. The newly implemented assessment tool, iReady, will be utilized to diagnose skill deficiencies in Mathematics, and provide reports for teachers to individualize instruction. Teachers will be provided ongoing professional development in the areas of math instruction and math strategies.

Improvements to address the College and Career Readiness indicator will include the continuation of short-term CTE teachers, the funding of a CTE Coordinator, and the development and utilization of CTE modules for student use.

Strategies and actions to improve the English Language Arts (ELA) indicator will incorporate iReady to diagnose ELA deficiencies and improve literacy skills. A Reading Specialist and paraeducator will continue to be funded to support this indicator. ACCESS Character Education (ACE), the English Language Arts curriculum, will continue to expand, and staff will have the opportunity to participate in the UCI Writing Project.

Supporting the instructional capacity of our staff remains a focus for our school program through the use of TOSAs, trainings on adopted curriculum, more targeted professional development, and the enhanced utilization of technology in the classroom in support of student achievement in the areas of ELA and Math.

As we address these needs through a consistent implementation of tools, resources, and staff provided through the LCAP, the intended outcomes for students will result in improved indicators on the Dashboard.

The California State Dashboard for Orange County Division of Special Education Services reported there are no indicators in which any student group was two or more levels below "all students." However, there are two indicators on the Dashboard reflecting "all students" in red: ELA and Math. These will be areas of focus for the coming school year. In ELA and Mathematics, teachers will strengthen lesson plans to improve the literacy and math skills of students. Student test-taking skills will be improved with the use of practice tests. The significance of student participation in State testing will be addressed to more clearly state the importance of participation.

In the Division of Special Education Services program, curriculum implementation of state standards aligned to the needs of students with the most significant disabilities remains a priority.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

As of April 2019, the California State Dashboard for ACCESS reported there are no indicators in which any student group was two or more levels below "all students." However, there are three indicators on the Dashboard reflecting "all students" in red: Graduation Rate, Chronic Absenteeism, and Mathematics. These will be our areas of focus for the coming school year using the following strategies:

### Graduation Rate

- Identify students' grade level by credits earned
- Utilize truancy response protocol to improve attendance
- Target potential graduates for additional transition services

### Chronic Absenteeism

- Utilize truancy response protocol to improve attendance
- Hire Attendance Specialists to monitor absenteeism
- Employ the use of School Messenger for timely communication to families regarding student attendance
- Increase the effectiveness of Student Intervention Teams to address student attendance

### Mathematics

- Hire specialized Academic Support Assistants in the area of Mathematics
- Support teachers in the use of iReady Mathematics diagnostic reports to individualize instruction
- Provide ongoing professional development for teachers in the area of Math instruction and strategies

As of April 2019, the California State Dashboard for Orange County Division of Special Education Services reported there are no indicators in which any student group was two or more levels below "all students." However, there are two indicators on the Dashboard reflecting "all students" in red: ELA and Math. These will be areas of focus for the coming school year utilizing the following strategies:

### English Language Arts and Mathematics

- Focus on reviewing information with students using practice tests
- Improve student test taking skills through practice testing
- Communicate with parents and teachers the significance of student participation in state testing
- Encourage teachers to strengthen lesson planning in the areas of ELA and Mathematics

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

ACCESS County Community and ACCESS Juvenile Hall

### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

ACCESS has held six meetings with the Leadership Team, Regional Consortium, and stakeholders to review data and begin the process of addressing needed improvement. In these meetings, facilitated by WestEd, we analyzed graduation rate, the California Dashboard data (overall and within subgroups), and student surveys.



Additionally, we reviewed attendance data for the entire program, student demographic data, credits earned, days enrolled, average age of students, English Learner assessment data, benchmark data (iReady), and student program placement.

ACCESS utilized Improvement Science tools (e.g., the Fishbone activity) to identify root causes contributing to strengths and weaknesses. The program has identified Chronic Absenteeism and Graduation Rate as the main areas of focus and are in the process of creating action plans to address the needs identified.

The program determined there are no current resource inequities, based upon allocation of funds and data reviewed. The program will continue to assess inequities throughout the process to ensure all students have equal access to a high quality of education.

The next step is to hold meetings with stakeholders to develop a School Plan for Student Achievement (SPSA) that addresses the identified needs, which will also include a timeline for frequency and dates of future meetings to monitor progress and modify plans, as necessary.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

In partnership with each school and OCDE, the LEA will:

- Create benchmarks to measure progress with school staff using ongoing data collection and analysis
- Schedule ongoing meetings to determine if benchmarks accurately reflect progress
- Evaluate data to measure statistically significant effects of each intervention
- Focus on each area of identified need to evaluate available resources and inequities
- Identify and address barriers to student and school improvement
- Adjust the plan and timeline, as needed, and communicate with stakeholders
- Hold focus groups, utilize surveys, and bring stakeholders together to ensure collaboration

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal A.1

Increase the effective use of technology for teaching and learning to promote 21<sup>st</sup> Century skills by the following:  
**Goal A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 7-Course Access

### Annual Measureable Outcomes

Expected	Actual
Circuit Capacity	Circuit capacity has been maintained at 1GB.
Classroom Connectivity: School site connectivity will increase to 50MB-1KB. There will be 56 school sites with 100MB and 4 school sites with 1GB.	As a result of site closures, the number of school sites needing increased connectivity was reduced. Therefore, a total number of 49 school sites have increased connectivity (46 school sites increasing from 50MB to 100MB, and 3 school sites increasing from 100MB to 1GB).
Deployment of server and software for Virtual Desktop Infrastructure (VDI).	Two servers were purchased and installed to support the VDI roll-out for staff.

### Actions / Services

#### Action A.1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. The following technology upgrades are planned for 2018-19: Purchase and install new servers at school sites and	The technology infrastructure was consistently evaluated throughout the school year. Web-filtering software was purchased and is functional. In addition, switches were purchased to maintain the effectiveness of site connectivity. A total of 49 sites have increased connectivity:	LCFF: \$69,040 \$68,080: Books & Supplies, 4000-4999; \$960: Services/Other Operating Expenses, 5000-5999	LCFF: \$150,159 Books & Supplies, 4000-4999



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
administrative sites. Expand bandwidth at existing school sites and install needed infrastructure at new school sites.	46 school sites were increased from 50MB to 100MB, and 3 school sites were increased from 100MB to 1GB. All school sites have received an increase in connectivity.		

**Action A.1-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. School site connectivity will increase from a range of 25MB to 100MB to a range of 100MB to 1KB.</p> <p>Continue to maintain device-to-student ratios as stated in the metrics. Deploy remaining 13 Promethean Boards to support the use of technology in the classroom. Purchase up to 4 Video Production equipment for recording student presentations, for use in professional development, and for the Information, Communication, and Technology Career Pathway courses.</p>	<p>The ongoing monthly cost of connectivity was maintained and continues to be evaluated to provide student internet access outside of school; 201 Kajeets were purchased to provide internet access to the unduplicated student groups using devices outside of school. Device-to-student ratios have been maintained throughout the year. 20 Promethean Boards have been deployed throughout school sites.</p> <p>Video production equipment was purchased in 2017-18, and is not an expense for this year. Two sets of this equipment were deployed to PCHS (Area 5) and Harbor Learning Center (Area 1).</p>	<p>LCFF: \$628,343</p> <p>\$351,095: Books &amp; Supplies, 4000-4999; \$277,248: Services/ Other Operating Expenses, 5000-5999</p>	<p>LCFF: \$428,239</p> <p>\$147,429: Books &amp; Supplies, 4000-4999; \$280,810: Services/ Other Operating Expenses, 5000-5999</p>

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The LEA has been successful in upgrading the bandwidth of 46 sites to 100MB and three sites to 1GB. Web filtering software was purchased and is operational division-wide to provide additional internet safety measures for students. The device-to-student ratio was maintained and an increased number of offsite internet hotspots were made available to students. Twenty Promethean Boards were deployed to day school classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students have increased capacity to access online curriculum at home due to the increased number of hotspots available. The deployment of Promethean Boards in day school classrooms has allowed for greater student/teacher interaction with technology on a daily basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In A.1-1, the amount budgeted was \$69,040; \$150,159 was spent due to the purchase of web-filtering software.

In A.1-2, the amount budgeted was \$628,343; the total amount spent was \$428,239. The decrease in budget was due to the need of purchasing fewer devices, such as Promethean Boards and computers.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to the metrics. The actions and services are being improved by adding increased bandwidth to school sites, utilization of Promethean Boards and video production equipment.

The following changes are being added to the 2019-20 actions and services: Actions/Services A.1-3 and A.1-4 were added to enhance internet security for students and provide training to teachers in Google and the usage of Promethean Boards.

## Goal A.2

Increase the effective use of technology for teaching and learning to promote 21<sup>st</sup> Century skills by the following:

**Goal A.2: Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21<sup>st</sup> Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 4-Pupil Achievement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

### Annual Measureable Outcomes

Expected	Actual
Maintain and evaluate capacity to increase ratios.	According to data provided by school sites, the ratios of computer devices to students are as follows: 1:1 (ACCESS Community Schools); 1:1 (ACCESS Juvenile Hall); 1:1.7 (CHEP/PCHS)
Decrease by 2% students who "seldom/never" use technology to complete assignments.	During 2018-19, an average of 20% of students in Court and Community Schools reported that they "seldom/never" used technology to complete assignments. During 2017-18, surveys reported the "seldom/never" category was 17%. This remains a significant decrease from the baseline of 32.7% established in 2016-17.
Decrease by 2% teachers who "seldom/never" use technology for assignments.	Last school year, 23.7% of teachers reported "seldom/never" using technology for assignments. However, this school year, only 16.9% of teachers reported the "seldom/never" response regarding the use of technology for assignments. We attribute this decrease to the teachers' implementation of Promethean Boards in their instruction and the support provided to teachers by TOSAs and the Ed. Tech. User Support Assistant.
Increase by 2% student and teacher "daily use" of technology for assignments.	49% of teachers reported that technology is used on a daily basis. This is an increase of 4.6% from the prior year. 45% of students reported that technology is used on a daily basis. This is a decrease from the 51% reported last year. Both of this year's percentages are higher than the baseline established in 2016-17.
Increase by 20% teachers who log into ULS on a monthly basis.	A baseline of 60% was established at the end of 2017-18. The current percentage of teachers logging into ULS on a monthly basis is 83%. This exceeded the expected outcome by 3%.

## Actions / Services

### Action A.2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>By March of each year, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.</p>	<p>During March 2019, survey links were sent to teaching staff, non-instructional staff, students, and parents. One section of the survey focused on the use of technology in student assignments and student access to technology outside of school. Parents were also provided an opportunity to share feedback over the phone during conversations with Family Community Liaisons, as well as during parent trainings and meetings. No printing costs were incurred.</p>	<p>LCFF: \$200 (Printing Costs) Services/Other Operating Expenses, 5000-5999</p>	<p>LCFF: \$128 (Printing Costs) Services/Other Operating Expenses, 5000-5999</p>

### Action A.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.</p>	<p>The Educational Tech User Support Assistant was funded as anticipated and did provide technology support to ACCESS teachers.</p>	<p>LCFF: \$82,413 \$59,342: Classified Salaries, 2000-2999 \$23,071: Employee Benefits, 3000-3999</p>	<p>LCFF: \$85,583 \$61,182: Classified Salaries, 2000-2999 \$24,401: Employee Benefits, 3000-3999</p>

### Action A.2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand the usage of GradPoint through continued training of staff and coaching support in the classroom. Collect data on student usage (i.e., the total number of students enrolled in a GradPoint course, the number of students who started and successfully completed a course, the</p>	<p>ACCESS staff continued to be trained in the implementation of GradPoint as needed. As of March 2019, the number of students enrolled in GradPoint online courses were 1,604, and 1,027 students successfully completed and earned credits through the online courses with a</p>	<p>LCFF: \$266,389 Books &amp; Supplies, 4000-4999</p>	<p>LCFF: \$179,350 Books &amp; Supplies, 4000-4999</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
percentage of students earning a grade of C or better, as well as the percentage of students completing 50% or more of the course). Collect student survey results to determine the effectiveness of the program.	grade of C or better. In evaluating the data from GradPoint, 50% completion of a course proved to be irrelevant based on students with partial credits in the course and not assigned the entire course. All students had access to a technology survey and the results are summarized in Appendix G.		

**Action A.2-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website targeting the needs of unduplicated student groups. Continue to provide updates to instructional staff as new resources are added.	Additional resources and updates to the educational technology website occurred regularly throughout 2018-19. The leadership team was informed of updates and information was communicated to staff at curriculum meetings and staff meetings.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

**Action A.2-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.	The following licenses were purchased for students and staff during 2018-19: WorldBook Online, Rosetta Stone, Defined STEM, Discovery Education, Newsela, ST Math, ALEKS Math, Career Cruising, Instructure, and Turnitin.	LCFF and Other State Funds (Cost Center 1823): \$42,957  LCFF: \$10,895: WorldBook Online; \$10,270: Defined STEM; \$2,050: Discovery Education Streaming; Kahn Academy, No Cost; \$3,375: Newsela;	LCFF and Other State Funds (Cost Center 1823): \$50,581  LCFF: \$10,895: WorldBook Online; \$12,770: Defined STEM; \$769: Discovery Education Streaming; Kahn Academy, No Cost; \$3,376: Newsela; \$3,000: ST Math;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$2,158: ST Math; \$6,635: ALEKS Math; \$745: Career Cruising; \$2,179: Turnitin (Books & Supplies, 4000-4999)  Flex Grant: \$4,650: Rosetta Stone (Books & Supplies, 4000-4999)	\$10,395: ALEKS Math; \$799: Career Cruising; \$3,927: Turnitin (Books & Supplies, 4000-4999)  Other State Funds (Cost Center 1823): \$4,650: Rosetta Stone (Books & Supplies, 4000-4999)

**Action A.2-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time for ACCESS teachers to observe exemplary classrooms that effectively utilize technology and the adopted curriculum in order to integrate technology and curriculum more effectively into their instruction.	Release time was provided to teachers to observe exemplary classroom practices.	Cost included in C.3-1.	No Cost.

**Action A.2-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available	ULS and News 2 You continue to be resources available to all staff and students. The Teacher on Special Assignment (TOSA) provides classroom support to teachers in the utilization and incorporation of these resources to improve student outcomes.	Flex Grant: \$75,200  ULS: \$41,000; SANDI/FAST:\$24,000; ST Math \$4,200; SEACO Access Guide: \$6,000  Books & Supplies, 4000-4999	Other State Funds (Cost Center 1823): \$69,200  ULS: \$41,000; SANDI/FAST: \$24,000; ST Math: \$4,200; SEACO Access Guide: \$0-one-time cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the new online SEACO Access Guide for California Content Standards.			Books & Supplies, 4000-4999

**Action A.2-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Touch2Learn meetings on a regular basis and begin collaboration and partnership with UCI to determine the effectiveness of video modeling.	Touch2Learn committee meetings were suspended during 2018-19 pending the partnership with UCI. The grant submitted to coordinate the partnership with UCI regarding video modeling was not accepted. Therefore, the collaboration that was intended with UCI did not occur. The Touch2Learn committee meetings will be reinstated for the upcoming school year.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The LEA has continued to purchase and distribute devices to classrooms to improve student access to technology. The LEA has an increased number of students using GradPoint. Teachers and students have an increased number of educational software and resources available to them. These actions/services will continue in 2019-20.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The device-to-student ratio remains 1:1 for community schools, day schools, and juvenile court schools. The TOSAs continue to provide outstanding coaching and support in the use of technology. Teachers and staff continue to have access to web-based software and instructional resources that support the academic outcomes of the students.

66% of parents are aware of teachers utilizing computers in the classroom. (This is an 11% increase from prior year.)

76% of students report teachers utilizing computers to deliver instruction. (This is a 4% decrease from prior year.)

96% of teachers report that they are utilizing computers in the classroom. (This is a 1% increase from prior year.)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A.2-3: \$266,389 was budgeted; \$179,350 was spent, as fewer licenses were required due to the decrease in student enrollment.

A.2-5: \$42,957 was budgeted; \$50,581 was spent, as the cost of software licenses was higher than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal, expected outcomes, metrics, or actions and services as a result of this analysis. The analysis indicates that we are making progress and improving the student outcomes.



## Goal B.1

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.1: Increase parent participation and involvement in the educational process which research validates improves student achievement.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

### Annual Measureable Outcomes

Expected	Actual
Reduce high school drop-out rate to 8%.	As of April 2019, the high school drop-out rate is 4.4%. This exceeds the expected measurable outcome.
Increase Community School attendance rate to 73%.	As of April 2019, the community school attendance rate is 69%. The attendance rate continues to be an area of focus and actions and services have been added to improve this outcome, as we have not reached our expected outcome for the past two years.
Increase parent satisfaction with Special Schools programs to 95%.	Parent satisfaction indicated on parent surveys for 2018-19 was 96%. This exceeds the expected measurable outcome of 95%.
Increase parent responses to the Annual Parent Survey by 5%.	During 2018-19, there were 250 parent surveys completed, a reduction of 105 survey responses from the prior year. This is, in part, due to a significant decrease in the number of students enrolled in the program.

### Actions / Services

#### Action B.1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.	During 2018-19, 80 messages have been sent out to parents through School Messenger by School Administrators. Training was provided as needed to administrators.	LCFF: \$9,945 (School Messenger license) Services/Other Operating Expenses, 5000-5999	LCFF: \$7,956 (School Messenger license) Services/Other Operating Expenses, 5000-5999

**Action B.1-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Based on feedback and parent input from the annual parent survey, Parent Advisory meetings, DELAC/ELAC meetings, and parent trainings and events, the effectiveness of these meetings, workshops, and trainings will be analyzed. Parent classes, workshops, trainings, and information nights will continue to be offered throughout 2018-19 with the focus of increasing participation.</p>	<p>The annual ACCESS parent survey was administered during March 2019 to collect data regarding the effectiveness and usefulness of parent events and trainings conducted in 2018-19. The total number of survey responses was 166. In the survey, 82% of parents indicated that they had met with their teachers; 48% indicated being offered parenting classes/trainings.</p> <p>During the school year, a total of 164 parent events were conducted throughout ACCESS, and eight General Parent Advisory Committee meetings were held at various sites throughout the year. The parent trainings included School Site Council, Padres Unidos, Disciplina Positiva, DELAC/ELAC, and college and career fairs.</p>	<p>LCFF and Title I Funds: \$90,000</p> <p>LCFF: \$15,000 Title I: \$75,000</p> <p>Services/Other Operating Costs, 5000-5999</p>	<p>LCFF, Title I, and Title III Funds: \$60,403</p> <p>LCFF: \$31,503 Title I: \$25,000 Title III: \$3,900</p> <p>Services/Other Operating Costs, 5000-5999</p>

**Action B.1-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Obtain parent feedback at the conclusion of each event regarding what information was supportive and helpful, as well as additional information they would like to receive.</p>	<p>During 2018-19, 13 parent/guardian information events were held. Parent feedback at the end of the events was positive and parents expressed a desire for additional opportunities to partner with the program.</p>	<p>LCFF and Title I Funds: \$9,000</p> <p>LCFF: \$8,000 Title I: \$1,000</p> <p>Services/Other Operating Costs, 5000-5999</p>	<p>LCFF and Title I Funds: \$3,419</p> <p>LCFF: \$3,200 Title I: \$219</p> <p>Services/Other Operating Costs, 5000-5999</p>

**Action B.1-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide parent training for Aeries.Net throughout the school year. These trainings will be included in the parent information events and parent meetings. Purchase Info Snap from Intermediate Holdings to allow parents to complete online student registration.</p>	<p>All staff from four administrative Areas have been introduced to the functions of the parent portal in Aeries.Net. The teachers are aware of the accountability requirements of the program. The parent portal has been implemented in two of the four administrative Areas. Parent portal information will be given to parents at enrollment. This information is available in Spanish and English.</p> <p>Due to Info Snap being unable to meet contract requirements, trainings were not completed during 2018-19. A new vendor will be sought to provide the technical implementation for online enrollments during 2019-20.</p>	<p>LCFF: \$36,808            \$4,000: AERIES.Net (Services/Other Operating Costs, 5000-5999)            \$32,808: Info Snap (Books &amp; Supplies, 4000-4999)</p>	<p>LCFF: \$11,336            Services/Other Operating Expenses, 5000-5999</p>

**Action B.1-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>By March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.</p>	<p>Parent surveys were distributed as part of the Back-to-School packets and returned to school sites when completed. Student surveys were administered by teachers during March 2019. Survey results are summarized in Appendix G.</p>	<p>Cost Included in A.2-1.</p>	<p>No Cost.</p>

**Action B.1-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to initiate parent contact at least 30 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.	Teachers reach out to families 30 days prior to IEP dates via home-to-school communication system and/or via email or telephone calls. Teachers initiate and maintain activity log on a regular basis.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

**Action B.1-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide training opportunities for new staff and administrators for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.	A training opportunity for new staff was provided on August 27, 2018. New staff, teachers, and administrators reviewed SANDI, introduced FAST, and discussed best practices.	No Cost (Included in Staff Salaries).	No Cost (Included in Staff Salaries).

**Action B.1-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement.	Notifications of school and community events are provided to families via principal communication that is sent home with students in backpacks. These notifications occur on a quarterly basis as events are made known to the school. The Deaf and Hard of Hearing Program (DH/H) created an Orange County Parent Support Group that met monthly (beginning in January 2019) to support the needs of DH/H students and parents.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).



**Action B.1-9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update by July of each year program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.	In July of 2018, the program brochure was updated and posted on the OCDE website for access by staff and families for the 2018-19 school year.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

# Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of this goal for the ACCESS program resulted in increased parent communication, parent trainings, and opportunities for parents to receive information about the program. The implementation of the actions/services for the students in the Division of Special Education Services program resulted in improved communication of post-program options.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2018-19 school year, there were 161 opportunities for parents to participate in school events, parent trainings, and information nights, including Padres Unidos workshops, Disciplina Positiva classes, and ELAC/DELAC meetings. As a result of the communication between Family Community Liaisons and parents, the attendance at these events is increasing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In B.1-2, \$90,000 was budgeted; the actual expense was \$60,403. This was due a decrease in the 2018-19 Title I entitlement, as well as the restructuring of Padres Unidos which limited their ability to provide workshops to parents.

In B.1-3, \$9,000 was budgeted; the actual expense was \$3,419. The primary reason for this decrease was the use of administrative Areas' budget funds rather than designated LCAP funds in this action/service.

In B.1-4, \$36,800 was budgeted for AERIES.Net; the actual expense was \$11,336. Info Snap, an online registration system, was unable to meet contract requirements, and thus, no allocated funds were used.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

B.1-4: This action/service will be modified for 2019-20 to include the use of a new online student registration program (Aeries) for parent use.

## Goal B.2

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.2: Identify, develop, and renew partnerships, as well as increase stakeholder and agency linkages to increase services and resources to students that focus on health, counseling, and life skills.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate

### Annual Measureable Outcomes

Expected	Actual
Increase number of grants awarded by an additional 2%.	A total number of 17 grants were available for ACCESS students; the total dollar amount awarded was \$8,514,824. Thus, the desired 2% increase was met.
Increase students participating in co-curricular events to 34%.	During 2018-19, there were approximately 1,500 students (or 42%) participating in co-curricular events, thereby exceeding the expected outcome. Co-curricular events included tours to vocational programs, college tours, Career Success Week, Career Success Week Jr., Career Forum, Library Link, Service Learning Projects, and Summer at The Center.
Ensure 85% of students with the most significant disabilities are offered post-school service.	68% of students with the most significant disabilities were accepted into post-school service options. This metric will be modified in 2019-20 to read, "Percentage of students accepted into post-school service options."
Increase student percent indicating a safe school environment to 95%. Increase parent percent indicating a safe school environment to 97%.	The percentage of students indicating a safe school environment was 92%. The expected increase to 95% was not met. The percentage of parents indicating a safe school environment was 96%. The expected increase to 97% was not met. While these expected outcomes were not met, the actual percentages reported by students and parent were higher than the prior school year.

## Actions / Services

### Action B.2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.	This position was filled in November 2018.	LCFF: \$100,608 \$58,164: Classified Salaries, 2000-2999; \$42,444: Employee Benefits, 3000-3999	LCFF: \$38,780 \$28,100: Classified Salaries, 2000-2999; \$10,680: Employee Benefits, 3000-3999

### Action B.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.	The following co-curricular activities took place during 2018-19: Summer at The Center, Young American Outreach, College tours, Inside the Outdoor field trips, Freeway Sports League, Museum of Tolerance field trip, Career Forum, Mock Trial, Hope Builders, and the Career Pathways Showcase.	LCFF: \$60,000 (\$1,950 included in Goal C.3-1)	LCFF: \$60,464 (\$2,904 included in Goal C.3-1) \$2,415: Certificated Salaries, 1000-1999; \$13,553: Classified Salaries, 2000-2999; \$6,770: Employee Benefits, 3000-3999; \$4,000: Books & Supplies, 4000-4999 \$33,726: Services/Other Operating Costs, 5000-5999

### Action B.2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit and hire a Career Technical Education Specialist to further develop Career Pathways, coordinate and implement additional career education	The Career Technical Education Specialist was hired in February 2019. This position will coordinate and	CTEIG Grant: \$159,484 \$108,324: Certificated Salaries, 1000-1999;	CTEIG Grant: \$65,691 \$45,572: Certificated Salaries, 1000-1999;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
courses, and work with community colleges regarding course articulation.	implement career education courses and pathways for students.	\$51,160: Employee Benefits, 3000-3999	\$20,119: Employee Benefits, 3000-3999

**Action B.2-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.	The short-term CTE staff position was funded during 2018-19 to support Career Pathways by providing classes in Exploring Computer Science and Computer Programming and Game Design. These classes provide students with an introduction to coding and robotics. A CTE Pathway course for Public Service was continued during this school year. At this time, no stipends were provided to any CTE-credentialed ACCESS teachers.	LCFF and CTEIG Grant: \$101,067 LCFF: \$3,600, Certificated Salaries, 1000-1999; \$25,000, Classified Salaries, 2000-2999; \$6,028: Employee Benefits, 3000-3999 CTEIG Grant: \$56,675, Classified Salaries, 2000-2999; \$9,764, Employee Benefits, 3000-3999	LCFF and CTEIG Grant: \$97,013 LCFF: \$30,311 \$25,000: Classified Salaries, 2000-2999; \$5,311: Employee Benefits, 3000-3999 CTEIG Grant: \$66,702 \$56,900: Classified Salaries, 2000-2999 \$9,802: Employee Benefits, 3000-3999

**Action B.2-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	Pure Game was provided at seven school sites during 2018-19, which provided students with a physical education/character development program targeting improved leadership skills.	LCFF: \$28,390 Services/Other Operating Expenses, 5000-5999	LCFF: \$28,000 Services/Other Operating Expenses, 5000-5999



**Action B.2-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. Partner with Working Wardrobes to provide career building workshops for students during Career Success Week. Create and implement one week-long Career Success Week Junior targeting middle school students. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.</p>	<p>ACCESS students were provided the opportunity to attend three Career Success Weeks that offered job readiness skills and personal finance management. The Career Success Weeks were held on the following weeks: January 28–February 1, 2019, April 15–19, 2019, and May 6–10, 2019, with 32 total students participating. Career Success Week Jr. was held February 4–7, 2019, with 10 students participating. The Career Forum was held on March 15, 2019, with 135 students in attendance.</p>	<p>LCFF: \$16,750 \$6,000: Books &amp; Supplies, 4000-4999; \$9,750: Services/Other Operating Expenses, 5000-5999  Title I: \$1,000, Services/Other Operating Expenses, 5000-5999</p>	<p>LCFF and Title I Funds: \$15,059  \$5,500: Books &amp; Supplies, 4000-4999; \$8,659: Services/Other Operating Expenses, 5000-5999  Title I: \$900 Services/Other Operating Expenses, 5000-5999</p>

**Action B.2-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to increase partnerships with community stakeholders with an emphasis on collaborating with community colleges and universities through campus tours and field trips to local county-operated libraries. Costs include transportation, printing, general supplies, and refreshments.</p>	<p>During 2018-19, 15 community college tours were held, with approximately 110 students and 6 parents participating. Two local county-operated library field trips were taken during 2018-19, with approximately 25 students participating.</p>	<p>LCFF: \$5,000 \$500: Books &amp; Supplies, 4000-4999; \$4,500: Services/Other Operating Expenses, 5000-5999</p>	<p>LCFF: \$3,600  Services/Other Operating Expenses, 5000-5999</p>

**Action B.2-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes,</p>	<p>During the 2018-19 school year, \$4,725 was spent assisting families with basic</p>	<p>LCFF: \$5,000 Books &amp; Supplies, 4000-4999</p>	<p>LCFF: \$4,725 \$4,500: Books &amp; Supplies, 4000-4999;</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.	school supplies and necessities for their child to be ready for school.		\$225, Services/Other Operating Expenses, 5000-5999

**Action B.2-9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.	School staff was provided information on mindfulness workshops and additional training opportunities focused on school climate. 250 staff members attended these opportunities during the 2018-19 school year. Dates to attend the California Teachers Association trainings on diversity are pending.	LCFF: \$3,000 Services/ Other Operating Expenses, 5000-5999	No Cost (Included in Staff Salaries).

**Action B.2-10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special Schools sites.	The Special Education Division has designed a new website that offers parents community resources and information regarding OCDE Special Schools programs available to students. The OCDE Transition Resource Directory was updated in September 2018. The directory is posted on the OCDE website resource list and is shared with students and families at transition planning meetings, and with Regional Centers, districts, and adult programs. The	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Education Vocational Specialist shares a link to the website with parents and follows up to answer questions.		

**Action B.2-11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The current number of adult day program options is 45. The program will continue to explore 11 additional adult day program options for students with the most significant disabilities prior to program completion.	Currently, there are 48 adult day program options. During 2018-19, 12 additional adult day programs were explored. Staff, families, and students are provided program options prior to the completion of the Special Education Division program. These options are updated annually and shared with families and students before they exit.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

**Action B.2-12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update resource list of community college options in Orange County for students with intellectual disabilities.	The community college list was updated. The list is posted on the Adult Transition section of the OCDE website. The information is shared with students and families at transition planning meetings and at interagency meetings with Regional Center, districts, and adult programs.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

**Action B.2-13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.</p>	<p>Special Education Division staff was provided information on mindfulness workshops and additional training opportunities focused on school climate. 210 staff members attended these opportunities during the 2018-19 school year. Dates to attend the California Teachers Association trainings on diversity are pending.</p>	<p>Special Education Division Funds: \$1,000</p> <p>Services/Other Operating Expenses, 5000-5999</p>	<p>No Cost.</p>

**Action B.2-14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Update Special Education Division Adult Transition brochure prior to the beginning of each school year and post it on the OCDE website under the Special Schools tab.</p>	<p>The Special Education Division Adult Transition brochure was updated in August 2018. The brochure was posted on the Special Education Division website and was printed and distributed to district partners and parents when they visited the school program.</p>	<p>No Cost (Included in Staff Salaries).</p>	<p>No Cost (Included in Staff Salaries).</p>

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of this goal resulted in increased co-curricular activities, greater student participation in college tours, field trips, Career Success Week, Career Success Week Jr., Library Link, Summer at The Center, and Mock Trial. Division of Special Education Services students were able to participate in Gallaudet University's Battle of the Books and Academic Bowl, as well as a field trip to Washington, D.C.

The implementation of the actions/services for the students in the Division of Special Education Services program resulted in additional co-curricular opportunities to enhance student learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of co-curricular activities offered to students has expanded and there was an increased number of students actively participating in the programs. The percentage of students participating in co-curricular activities increased during 2018-19 to 38% with over 1,429 student participants. Significant co-curricular events are Summer at The Center program, Career Success Week, Career Success Week Jr., Library Link, Mock Trial, and college tours.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

B.2-1: \$100,608 was budgeted; \$38,780 was spent, as this grant support position was not filled until November 2018.

B.2-3: \$159,484 was budgeted; \$65,691 was spent as this CTE program specialist position was not filled until February 2019.

B.2-9: \$3,000 was budgeted; \$0 was spent due to the cost being included in staff salaries.

B.2-13: \$1,000 was budgeted; \$0 was spent as a result of the trainings being incorporated into staff development meetings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The metric regarding the number of grants awarded is modified for 2019-20 to maintain a minimum of 14 grants to serve ACCESS students, as opposed to reflecting a percentage increase.

The metric measuring the percentage of students with the most significant disabilities offered post-school service options is modified to re-establish the baseline at 68% for students being accepted into post-school service options in 2019-20.

The metric regarding the percentages of students and parents indicating that the school is safe on the annual survey will be modified to indicate a 1% increase from the prior year rather than a stated percentage of 95% and 97%, respectively.

B.2-14 action/service was modified to expand the distribution of the Adult Transition Brochure to include printed copies provided to district partners and parents.



### Goal B.3

**Goal B.3: Maintain facilities and school sites in good repair utilizing existing monthly Site Safety Reports, Facility Inspect Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 3-Parental Involvement; 6-School Climate

### Annual Measureable Outcomes

Expected	Actual
Maintain 100% monthly completion of Monthly Safety Report/Facility Status.	The monthly completion of Safety Reports/Facility Status completed by sites was 100% during 2018-19. These reports ensure that any repairs or issues are addressed in a timely manner.
Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good” in the Facility Inspection Tool (FIT).	All eight categories were indicated in good repair on the FIT report conducted in November 2018.
Increase survey results from parents, students, and staff by 1% from prior year for all groups regarding site safety.	88% of staff agreed that school sites were safe. This is a 9% increase from the prior year. 92% of students agreed that school sites were safe; this is an increase of 1% from last year. 96% of parents agreed that school sites were safe. This is a 2% increase from the prior year. The survey results from this year for staff, students, and parents increased by at least 1%, meeting the expected annual outcome.
Increase survey results from students and staff by 1% from prior year for all groups regarding site conditions.	School site satisfaction rating: Students = 89%; Staff = 85%. Both of these percentages are a slight decrease from the prior year. Student satisfaction decreased by 2%, and staff satisfaction decreased by 3%. One element of the Strategic Plan for next year is to acquire new school sites.
Maintain at 100% schools with a “good” rating for site safety as indicated on the SARC.	100% of the schools maintained a “good” rating for site safety as indicated on the SARC.

## Actions / Services

### Action B.3-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.	Monthly site reports were completed throughout 2018-19. The reports indicated that facility repairs were completed within two weeks of the work order being submitted.	LCFF: \$25,000 Services/Other Operating Expenses, 5000-5999	LCFF: \$85,000 Services/Other Operating Expenses, 5000-5999

### Action B.3-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.	Survey results from teaching staff, non-instructional staff, students, and parents regarding school climate, safety, and school site conditions indicated an overall satisfaction rating of 96% for parents, 85% for staff, and 91% for students.	Cost Included in A.2-1.	Cost Included in A.2-1.

### Action B.3-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent in the Annual Update Section of the LCAP document.	The Deferred Maintenance Schedule was maintained throughout the year. The repairs were not as extensive as anticipated.	Deferred Maintenance Funds: \$150,000  \$25,000: Services/Other Operating Expenses, 5000-5999 \$125,000: Capital Outlay, 6000-6999	Deferred Maintenance Funds: \$53,000  \$3,000: Services/Other Operating Expenses, 5000-5999 \$50,000: Capital Outlay, 6000-6999

**Action B.3-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enhance school site safety by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, installing locking mechanisms on doors, and hiring three School Safety Personnel.</p>	<p>New panic hardware was installed at Harbor Learning Center. New locks were installed at various school sites to enhance school safety. Lens covers for school surveillance cameras were replaced. School Safety Personnel were not hired during 2018-19, as consolidation of sites did not occur as planned. These positions are pending for the 2019-20 school year.</p> <p>An ACCESS Safety Committee was created in the Fall of 2018. The Committee meets once a month to discuss safety issues that are impacting a positive school climate. Participants have worked to finalize the Safety Plans for 45 school sites. Staff trainings have been offered on the topics of Run Hide Fight, gang trends, and cyber safety.</p>	<p>LCFF: \$597,115</p> <p>\$65,000: Books &amp; Supplies, 4000-4999; \$532,115: Services/ Other Operating Expenses, 5000-5999</p>	<p>LCFF: \$30,000</p> <p>Books &amp; Supplies, 4000-4999</p>

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Site repairs and safety reports have been addressed consistently throughout the year and sites remain in good repair. The Facility Inspect Tool has been effective in ensuring that site repairs are completed in a timely manner. Site safety remains a focus and a Safety Committee has been created to provide ongoing monitoring and input from school stakeholders.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective in maintaining facilities in good repair and identifying any areas of deficiency that need to be corrected. The survey results for feeling safe at school indicated that parents and students had a satisfaction rate of at least 94%. Staff results indicated a satisfaction rate of 88%; this is an increase of 9% from the prior year. The satisfaction rate for school site conditions of parents and students is 93%, and the staff satisfaction for school site conditions was 88%, which indicates that the actions/services of this goal are effective. This goal has been a mechanism for the program to investigate additional equipment and strategies to enhance school conditions and school site safety. These additional items are included in the 2019-20 actions/services (B.3-3 and B.3-4).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

B.3-1: \$25,000 was budgeted; \$85,000 was spent on facility repairs. The increased amount accounts for unexpected HVAC, electrical, and plumbing repairs at several school sites.

B.3-3: \$150,000 was budgeted in the Deferred Maintenance Fund; \$53,000 was spent. This decrease is due in part to the closure of schools sites and the School Site Consolidation Plan that is in progress at ACCESS.

B.3-4: \$597,115 was budgeted; \$30,000 was spent. This decrease is primarily a result of the three School Safety Personnel not yet being hired. These positions are pending for the 2019-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The budgeted amount for B.3-3, Deferred Maintenance, will be decreased from \$150,000 to \$50,000, based on projected expenditures for site improvements.

## Goal B.4

**B.4: Collaborate with all school districts to coordinate a countywide Expulsion Plan to serve expelled youth.**

State and/or Local Priorities addressed by this goal:

State Priorities: 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate  
Local Priorities: 9-Coordination of Instruction of Expelled Pupils

### Annual Measureable Outcomes

Expected	Actual
Complete Tri-annual Expulsion Plan for approval by June 2018.	The Tri-annual Expulsion Plan was approved in June 2018, and the Plan was posted on the OCDE website.
Continue to track number of expelled students referred.	There were 232 expelled students referred to ACCESS in 2018-19.
Increase number of expelled students returned to district by 1% from previous year.	The percentage of expelled students who returned to district increased by 4% from the prior year. The current rate is 26%. This exceeded our expected measurable outcome. This is much lower than our baseline that was established in 2015-16 due to districts implementing alternatives to expulsions. However, the students referred to our program are remaining in our program through graduation, resulting in a lower return rate.

**Actions / Services**

**Action B.4-1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collaborate with the CWA Directors to address the gaps and service needs identified in the approved countywide Expulsion Plan.	During 2018-19, the Child Welfare Attendance (CWA) Directors met on the following dates: 9/26/18, 11/15/18, 1/23/19, 3/7/19, and 5/9/19. These meetings provided opportunities to discuss technical assistance related to expelled youth.	No Cost (Part of Staff Duties).	No Cost (Part of Staff Duties).

**Action B.4-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At quarterly CWA meetings, address the proper utilization of student referral and transition forms by District and ACCESS staff to effectively support expelled students entering ACCESS and/or returning to District.	At quarterly CWA meetings, proper utilization of student referral and transition forms by District and ACCESS staff to effectively support expelled students entering ACCESS and/or returning to District was addressed.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).



## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The services for expelled youth entail collaborating with school districts to coordinate the Countywide Expulsion Plan. This collaboration addresses gaps in services in the approved plan, and improves communication with the home districts of expelled youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action/service is effective in maintaining collaboration with District Child Welfare and Attendance Directors to address the needs of expelled youth. The metrics/indicators of this goal facilitate the tracking of expelled youth in our program and those that return to school districts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no costs associated with this action/service, as costs are included in staff duties and salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

B.4-2: The action/service is being enhanced to create forms being utilized for expelled youth to become .pdf fillable to streamline the enrollment and return of students to district.

## Goal B.5

**B.5: Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services, utilizing cross-system collaboration among stakeholders and a countywide integrated database.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes  
Local Priorities: 10-Coordination of Services for Foster Youth

### Annual Measureable Outcomes

Expected	Actual
Increase Foster Youth cohort graduation rate by 5%.	In 2016-17, 59.1% of foster youth graduated in the cohort; in 2017-18, 59.9% of foster youth graduated in the cohort. While the graduation rate did increase, it did not increase by the expected 5%.
Maintain or improve the 1:1 average school changes per foster youth student and/or utilize CDE data points when they become available.	A 1:1 average school changes per foster youth student during the 2017-18 school year for youth under jurisdiction of the Orange County Juvenile Court.
Foster Youth Services will maintain and incorporate a satisfaction survey to measure increased communication and coordination of services.	<p>In 2018-19, four meetings for foster youth district liaisons were held on 9/14/18, 1/18/19, 3/15/19, and 5/17/19. An initial needs assessment survey was administered to the foster youth district liaisons in the Fall of 2018, and this survey will continue to be administered annually. From this survey, Orange County school districts reported receiving notifications for Child Welfare Agency meetings and placement changes, and also reported they participate in the Child Welfare meetings “sometimes.” The goal is to increase these occurrences to “often” in the coming year.</p> <p>The school districts also reported that they are interested in learning more about the Child Welfare Process, Trauma-Informed Practices, Foster Youth Laws and Rights, and Benefits for College and Career Assistance for Foster Youth. Future meetings with the foster youth district liaisons will be tailored to provide information on these interest areas.</p>

## Actions / Services

### Action B.5-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Complete one Education Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools. This EPR is shared with county case carrying social worker/probation officer to be included in reports to the court. The Education Summary Report from the Orange County Integrated Foster Youth Education Database (OCIFYED) will be piloted in 2018-19 to potentially replace the EPR.	As of 2/28/19, EPRs have been completed for 58% (804/1382) of foster youth. It is anticipated by June 30, 2019, that the 85% will be met. The pilot for OCIFYED will begin with a few districts this year. The pilot for the Education Summary Report is anticipated to begin with these districts by June 30, 2019.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

### Action B.5-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and track data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.	Testing of the database began in Spring 2019.	No Cost (Cost was in the 2015-16 LCAP)	No Cost (Cost was in the 2015-16 LCAP)

### Action B.5-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster	The Foster Youth Educational Liaison was funded for the year. The Coordinator position was filled for one month. The Manager supported the duties as needed. The Manager was funded at 20%.	LCFF: \$290,984 (Cost Included in C.3-1) \$139,585: Certificated Salaries, 1000-1999;	LCFF: \$194,224 \$55,319: Certificated Salaries, 1000-1999;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
youth students, to systematically monitor and improve foster youth academic outcomes.		\$71,563: Classified Salaries, 2000-2999; \$79,836: Employee Benefits, 3000-3999	\$94,068: Classified Salaries, 2000-2999; \$44,837: Employee Benefits, 3000-3999

**Action B.5-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or Probation.	As of 2/28/19, there were 10 requests received from the Juvenile Court. Of those, eight have been resolved and two are in process.	No Cost (Included in Staff Salaries).	No Cost (Included in Staff Salaries).

**Action B.5-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Trauma Informed Educator training to selected ACCESS staff. Staff will continue to be trained to implement practices to support the social-emotional needs of foster youth throughout the ACCESS Program.	A Train-the-Trainer Trauma-Informed Education Training was held on November 30, 2018, along with a presentation to the ACCESS Leadership Team on October 24, 2018, to discuss how to integrate trauma-informed trainings in their staff development days over the next two years.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

**Action B.5-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.	There were no requests for transportation.	LCFF: \$10,000  \$5,000, Bus Passes, Books & Supplies, 4000-4999  \$5,000, Services/Other Operating Expenses, 5000-5999	No Cost.

**Action B.5-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate. The Education Summary Report, which will be generated by the integrated database, will be piloted in the 2018-2019 school year.	The ACCESS team found that the Education Plans were duplicative with information found in the Aeries database and student file. It was also determined that meeting 30 days after enrollment was too late for coordination of services. Therefore, the education summary from the OCIFYED database will be piloted for the next six months which will include the goals the student is working on along with a contact list. In addition, an introductory email to the teacher, counselor, and administration is being piloted along with a summary email when a youth moves out of ACCESS into a new school.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services of this goal are focused on collaboration with District foster youth liaisons, Social Services Agency, Probation, and the Juvenile Court. This collaboration has resulted in better communication, data collection, and coordinated services for foster youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions/services have been effective in improving the outcomes of foster youth. A database was created to better track and monitor the outcomes for foster youth. This database began testing in the Spring of 2019. Train-the-Trainer trauma-informed workshop was held in November 2018 and increased awareness of trauma and its impact on learning. These actions/services are improving the outcomes for foster youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Previously listed as Goal B.5-6, had \$10,000 allocated for student transportation. There was no cost as the transportation was provided by the Orange County Social Services Agency, Caregiver, and School Districts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

B.5-3: This action/service was modified to increase the percentage of the Foster Youth Manager salary from 20% to 100%. The Coordinator position will not be filled in 2019-20.

B.5-7: This action/service was modified to utilize Education Summary Reports that have been generated by the integrated database to assist students in the coordination of services and developing a transition plan for college and career.



## Goal C.1

### Goal C: Increase student competencies that prepare them for success in college, career, and life.

Goal C.1: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development, while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

### Annual Measureable Outcomes

Expected	Actual
Increase CAASPP participation rate at Community Schools to 76%, Juvenile Court Schools to 68%, OCCS CHEP/PCHS to 60%.	As of May 20, 2019, the 2018-19 CAASPP participation rate at Community Schools is 77%, Juvenile Court Schools 74%, OCCS CHEP/PCHS is 56%. This exceeded expected measurable outcomes for Community Schools and Juvenile Court Schools.
CELDT Data/English Language Proficiency Assessments for California (ELPAC): Increase by 1% from the baseline established from the 2017-18 data.	The ELPAC fully replaced the CELDT during the 2018-19 school year. The State re-configured new cut-off scores, therefore, a baseline was unable to be established. A baseline will be established during 2019-20, once the State has reconfigured test-scoring criteria.
Reclassification Rate for EL Students: Establish new baseline as determined by 2017-18 ELPAC results.	During 2018-19, four students were reclassified. This will become the new baseline for the reclassification metric in 2019-20. In addition, ELD Leads, site administrators, and the EL Team will work together to increase reclassification by closely monitoring EL students.
Increase graduation rate for students with 160 credits by .25% from prior year.	The graduation rate for students with 160 credits was 84.9% for 2017-18. The graduation rate increased by .16% from prior year.
HQT Status of Teachers: This metric will be updated based on the new requirement from the CDE.	While monitoring the HQT status of teachers is no longer a requirement, our Human Resources Department continues to ensure that teachers are appropriately assigned, and we have zero teacher misassignments.
Maintain at 100% all students who have access to the required subjects for graduation and a broad course of study, including CTE, ROP, and various electives that are career and interest specific.	100% of students have access to the required subjects and instructional materials for graduation and a broad course of study,

Expected

Actual

	including CTE, ROP, and various electives that are career and interest specific.
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**Actions / Services**

**Action C.1-1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide refresher trainings for instructional staff regarding the newly adopted curriculum to support the improved implementation of California State Standards and 21st Century skills. Provide professional growth opportunities for staff to attend conferences and trainings to further support students in the acquisition of 21 <sup>st</sup> Century skills.	During the 2018-19 school year, Teachers on Special Assignment provided refresher trainings for staff on the adopted curriculum in the core areas of ELA, Social Science, and Mathematics. Staff were provided opportunities to attend conferences and workshops to support student learning and enhance 21 <sup>st</sup> century skills.	LCFF: \$20,000  Services/Other Operating Expenses, 5000-5999	LCFF and Title II Funds: \$16,370  LCFF: \$8,766 Services/Other Operating Expenses, 5000-5999  Title II: \$7,604 Services/Other Operating Expenses, 5000-5999

**Action C.1-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.	Human Resources continue to monitor teacher assignments to ensure all teachers are appropriately placed. During 2018-19, all teachers were appropriately assigned.	No Cost (Included in Duties provided by Human Resources).	No Cost (Included in Duties provided by Human Resources).

**Action C.1-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on student projects, real-	Teachers on Special Assignment (TOSA) continued to update webpages with curriculum ideas, lessons, and projects.	LCFF: \$2,500	No Cost (Included in staff salaries).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
world applications, and student demonstration of learning in the curricular areas of Social Science, English Language Arts (ELA), Math, and Science for ACCESS. Provide techniques and strategies to more effectively use technology in the classroom.	The use of Google classroom was promoted throughout ACCESS, including lessons provided to the ACCESS Leadership Team in the use of this educational tool.	Services/Other Operating Expenses, 5000-5999	

**Action C.1-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue offering tutoring for identified students.	<p>During the 2018-19 school year, Academic Support Assistants provided supplemental academic support to students at 25 sites throughout ACCESS. Students were given opportunities to work with a tutor one-on-one or in small groups during the school day to remediate basic skills and allow them greater access to the curriculum.</p> <p>In addition, funding was received to hire two specialized Academic Support Assistants for the areas of ELA and Math. Recruitment is pending.</p>	<p>LCFF and Title I Funds: \$215,904 (Costs included in Goal C.3-3)</p> <p>LCFF: \$54,048 \$50,000: Classified Salaries, 2000-2999; \$4,048: Employee Benefits, 3000-3999</p> <p>Title I: \$161,856 \$150,000: Classified Salaries, 2000-2999; \$11,856: Employee Benefits, 3000-3999</p>	<p>LCFF, Title I, and Low-Performing Student Block Grant (LPSBG) Funds: \$256,081 (Costs included in Goal C.3-3)</p> <p>LCFF: \$42,247 \$39,509: Classified Salaries, 2000-2999; \$2,738: Employee Benefits, 3000-3999</p> <p>Title I: \$186,976 \$165,245: Classified Salaries, 2000-2999; \$21,731: Employee Benefits</p> <p>LPSBG: \$26,858 \$21,879: Classified Salaries, 2000-2999; \$4,979: Employee Benefits, 3000-3999</p>

**Action C.1-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue ELDA model to support language acquisition of ELs with Levels 1 and 2 in the Community and Juvenile Court Schools. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.</p>	<p>English Learners continued to be offered support in language acquisition. During 2018-19, 12 Title III Academic Support Assistants (ASA), previously referred to as ELDAs, provided services at 11 school sites.</p>	<p>LCFF: \$230,811 \$210,659: Classified Salaries, 2000-2999; \$20,152: Employee Benefits, 3000-3999</p>	<p>LCFF and Title III Funds: \$199,011 (Costs Included in C.3-3)  LCFF: \$42,853 \$37,328: Classified Salaries, 2000-2999; \$5,525: Employee Benefits, 3000-3999  Title III Funds: \$156,158 \$140,400: Classified Salaries, 2000-2999; \$15,758: Employee Benefits, 3000-3999</p>

**Action C.1-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identify the amount of student work required to earn semester credit.</p>	<p>Course contracts for ELA, ELD, Social Science, and Math were revised and posted online as part of the responsibilities of each curriculum committee. The course contracts for Science and General Electives are in process pending textbook adoption.</p>	<p>No Cost (Included in Staff Salaries).</p>	<p>No Cost (Included in Staff Salaries).</p>

**Action C.1-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Using the observation tool, administrators will continue to assess the fidelity of teachers implementing California State</p>	<p>The observation tool was utilized as a means of continuous program improvement during 2018-19. The tool</p>	<p>No Cost (Included in Administrator Salaries and Duties).</p>	<p>No Cost (Included in Administrator Salaries and Duties).</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards, implementation of newly adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tools, continue to share best practices among staff, provide peer-to-peer coaching opportunities, and provide additional curriculum implementation training.	was not used as frequently as anticipated, and feedback from administrators indicated that having the tool in an electronic form would provide for greater ease of use and allow for immediate communication to teachers via email.		

### Action C.1-8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase the software license for EADMS. Provide refresher training to certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students. Expand the usage of EADMS to include benchmark assessments to measure academic growth.	The annual software license for EADMS was purchased during 2018-19. This software provides staff with academic data to monitor the progress of EL students. Benchmark assessments have not been added as OCDE/ACCESS has selected to utilize a different vendor.	LCFF: \$12,565, Services/Other Operating Expenses, 5000-5999	LCFF: \$12,565, Services/Other Operating Expenses, 5000-5999

### Action C.1-9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ongoing training and purchase of instructional materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Continue to research NGSS Science materials for piloting in the 2018-19 school year.	Additional instructional materials were purchased for ELA and Social Science for 2018-19. NGSS Science materials began to be piloted in the Spring of 2019. A recommendation for adoption will occur for the start of the next school year. Ongoing training for the use of the adopted materials was provided by the TOSAs and the EL Services Team through individual teacher meetings and	LCFF: \$75,000  Books & Supplies, 4000-4999	Other State Funds (Cost Center 1823): \$94,541  Collections: \$5,012; Pearson Realize: \$73,726; ACE Novels: \$15,803  Books & Supplies, 4000-4999

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ELD Lead meetings, as well as Area staff development meetings.		

### Action C.1-10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per semester. Continue to provide updated examples on the ACCESS Ed.Tech. Resource website and TOSA-created websites for PBL assignments that teachers can incorporate into the core content areas.	PBL assignments have been developed and posted on the TOSA web resource page for their respective core subject areas. These assignments were developed to support the UCI History Project, as well as provide integrated assignments to enhance the curriculum. The EL Services Team will continue to review and update the EL Services website.  This action/service is deleted for 2019-20, as focus will be on TOSA-created web pages.	LCFF: \$1,000 (Materials and supplies for PBL Assignments)  Books & Supplies, 4000-4999	LCFF: \$275  Books & Supplies, 4000-4999

### Action C.1-11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding for MakerSpace lab materials and establish MakerSpace labs at designated school sites.	Area 4 (Otto Fischer School) and Area 5 (PCHS/Skyview) purchased lab materials and equipment to further expand MakerSpace labs.	LCFF: \$40,000 Books & Supplies, 4000-4999	LCFF: \$2,031 Books & Supplies, 4000-4999

### Action C.1-12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Partner with OCDE Instructional Services to provide workshops that incorporate instructional strategies and practices to	Writing strategies have been incorporated into the following curricula: ELA, ACCESS Character Education (ACE), and UCI	LCFF: \$24,000	LCFF: \$24,000



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
certificated and classified staff to improve student writing. Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives.	History Project. Plans are still underway for workshops provided by OCDE Instructional Services, as well as researching opportunities for teachers to participate in the UCI Writing Project. The EL Services Team partnered with OCDE staff to provide training ACCESS instructional staff on EL strategies.	Services/Other Operating Costs, 5000-5999	Services/Other Operating Costs, 5000-5999

### Action C.1-13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to create, revise, post, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students. Conduct Title III classroom visits with administrators to monitor and evaluate the effective implementation and practices of ELD materials.	Designated ELD curriculum, MELD, was developed and uploaded into Google Docs with links provided to teachers. The ELD curriculum continues to be updated and revised to better provide learning materials that best meet the needs of EL students. Title III visits with ACCESS Directors, Administrators, and the EL Team were conducted at 25 sites. The purpose of these visits is to observe the implementation of ELD curriculum and supports in the classroom.	LCFF: \$2,500  Books & Supplies, 4000-4999	LCFF: \$0

### Action C.1-14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL Manager and Program Specialist will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.	Staff development opportunities provided during 2018-19 in support of EL students have included E.L. Achieve's CM Symposium, ELPAC trainings, ELD Lead meetings, Title III ASA monthly meetings, as well as frequent classroom visits.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

**Action C.1-15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time.	iReady was purchased in the Fall of 2018 to assess students in the areas of reading and math. Seven trainings were held with 56 staff members in attendance, as well as 30 Title I Tutors. Trainings were also held during Area staff meetings and in individual classrooms. Pre- and post-assessment results are being used to direct instruction on an individual student basis.	LCFF: \$81,468  Books & Supplies, 4000-4999	LCFF: \$64,596  Books & Supplies, 4000-4999

**Action C.1-16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a reading specialist and a paraeducator to support students to increase their reading and literacy skills.	A paraeducator was hired in November 2018 to support literacy, and a Reading Specialist was hired in February 2019. Both positions provided services to students whose iReady scores indicated the need for additional literacy support.	LCFF: \$237,476  \$100,880: Certificated Salaries, 1000-1999; \$44,815: Classified Salaries, 2000-2999(Cost Included in C.3-3); \$92,051: Employee Benefits, 3000-3999	LCFF: \$100,237  \$42,829: Certificated Salaries, 1000-1999; \$23,075: Classified Salaries, 2000-2999(Cost Included in C.3-3); \$34,333: Employee Benefits, 3000-3999

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

To implement the goal of preparing ACCESS students for success in college, career, and life, the following resources and services have been offered to staff and students: professional development, tutoring, newly adopted curriculum, support and coaching by TOSAs, iReady assessment program, a reading specialist and paraeducator, and support for English learners through curriculum development and Title III Academic Support Assistants.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The LEA has been successful in training staff in the adopted curriculum for ELA, Social Science, and Mathematics. TOSAs continue to provide classroom support to teachers in the utilization of the resources embedded into the adopted curriculum. The UCI History Project offered teachers resources and materials that integrate ELA into Social Science assignments that are project-based. These actions/services have better prepared students to be college, career, and life ready. The iReady assessment program and the newly hired reading specialist are providing needed supports to students who are below grade level in reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- C.1-1: \$20,000 was budgeted for professional development. The actual amount was \$16,370 due to in-house trainings rather than outside events, as well as a reduction in teaching staff.
- C.1-3: \$2,500 was budgeted to cover sub. costs for staff to attend workshops. The actual amount was \$0 as workshops were held after school and substitutes were not needed. Additional costs were absorbed by the Area administration budgets.
- C.1-4: \$215,904 was budgeted for tutor costs; \$256,081 was spent. The increase in cost was due to an increase in hourly rates, as well as additional service hours provided at school sites.
- C.1-5: \$230,811 was budgeted; \$199,011 was spent. This decrease in cost to LCFF is a result of salaries and benefits of the Title III ASAs being funded by a different funding source, Cost Center 3077, and the decrease in expenditure is a result of fewer ASAs being hired.
- C.1-9: \$75,000 was budgeted for training and implementation of ELA, Social Science, and Math curriculum, as well as the purchase of instructional materials to pilot Science curriculum. The actual amount was \$94,541 due to the purchase of additional Social Science materials, and additional novels for ELA.
- C.1-11: \$40,000 was budgeted; \$2,031 was spent. This decrease in cost was a result of the delay in purchasing materials as new school sites are being planned. The purchase of materials will take place once new school sites have been established.
- C.1-13: \$2,500 was budgeted for ELD materials and printing. The actual amount was \$0 due to the materials and lessons being posted online and having no printing costs.

C.1-15: \$81,468 was budgeted; \$64,596 was spent. The actual cost of iReady licenses was lower than anticipated.

C.1-16: \$237,476 was budgeted; \$100,237 was spent. The decrease in cost is attributed to staff being hired mid-year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The metric for CAASPP participation is modified for 2019-20 from the currently reflected percentage rate of 70% in the Juvenile Court Schools to 75%, and the currently reflected percentage rate of 63% in OCCS CHEP/PCHS to 60%. The Community School participation rate will remain at 78%.

The metric for establishing a baseline for ELPAC is modified. Due to the State re-configuring the scoring criteria, a baseline cannot be established until 2019-20.

The metric for the reclassification rate for EL students was established as four students reclassified within a school year. The metric has changed from a percentage to a student count for accuracy.

The metric for HQT status of teachers is no longer applicable. However, our Human Resources Department continues to ensure that teachers are appropriately assigned.

C.1-3 was modified to include refreshments and supplies, when appropriate, for staff workshops, meetings, and events.

C.1-4 was modified to add nine additional specialized Academic Support Assistants to focus on mathematics.

C.1-5 was modified to remove language pertaining to Level 1 and Level 2 English Learner designations, and to include salary percentages for the EL Services Manager and Program Specialist.

C.1-7 was modified to include the observation tool being updated into an electronic format.

C.1-8 was modified to remove language around benchmark assessments, as other resources will be utilized for this purpose.

C.1-9 was modified to increase the funding and provide for the implementation and training of NGSS science materials in the 2019-20 school year. The Curriculum Lead stipends were added to this action/service for 2019-20.

C.1-10 was deleted, as the Ed Tech resource website will now incorporate resources for teachers.

C.1-12 was modified to research workshop opportunities for staff to participate in the UCI Writing Project.

C.1-13 was modified to reflect that costs are included in staff duties.

C.1-15 was modified to include refresher trainings for iReady and funding for Max Scholar and Lexia Core 5.

C.1-17 was created for 2019-20 to provide training to instructional staff for EL Shadowing.

## Goal C.2

### **Goal C: Students will increase competencies that prepare them for success in college, career, and life.**

**C.2: Students with special needs will increase competencies that prepare them for success in college, career, and life through specialized professional development for certificated and classified staff focused on behavioral management, goals, and supports to assist students to become independent and life-ready.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

### **Annual Measureable Outcomes**

Expected	Actual
Maintain number of D/HH students transitioning to college, career, or adult transition at 95%.	The percentage of students transitioning to college, career, or adult transition for 2018-19 cannot be calculated until the program ends on June 20, 2019. This percentage will be included in next year's Annual Update.
Maintain the number of staff developments and trainings provided to staff targeting Special Schools' initiatives of California state standards, ELD standards, behavioral management, and assessments at 27 events.	During the 2018-19 school year, 31 staff development and training events were provided. This exceeded the expected outcome of 27 events being provided.
Maintain 100% effective staff utilization in implementing California State Standards instructions through the use of ULS.	All staff continue to effectively utilize the components of ULS to help drive instruction.
Increase the percentage of overall behavioral annual goals met in the student's IEP by 1% annually.	82% of the behavioral goals were met at "substantial" progress or higher. This exceeded the target goal of 80%.
Maintain 82% of overall IEP goals were met at substantial progress or better.	86% of overall IEP goals were met at "substantial progress" or better. This exceeds the expected outcome of 82%.
A new baseline is to be established during 2018-19 for the number of students with the most significant disabilities placed in adult programs at age 22.	The new baseline for 2018-19 has been established at 68% of students with the most significant disabilities placed in adult programs at age 22.

## Actions / Services

### Action C.2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.	During the 2018-19 school year, 12 new teachers were hired and attended 10 trainings held on January 9-10, 2019, February 7 and 20, 2019, March 3 and 6, 2019, April 10-11, 2019, and May 22-23, 2019.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

### Action C.2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide annual professional development for certificated and selected classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.	On August 27, 2018, professional development training for Special Education Division staff was provided regarding the use of ULS, News 2 You, SANDI/FAST, ST Math, SEACO Access Guide for California Content Standards to further support the implementation of California State Standards, including ELD standards.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

### Action C.2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide specialized training for Special Education Division certificated and selected classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide. Additional trainings will include ideas for hands-on activities to better engage students with disabilities in their learning.	Administrators regularly monitored the utilization of SANDI/FAST, ST Math, and SEACO Access Guide. The TOSA provided additional support for teachers to use these instructional tools more effectively. New teachers were provided additional trainings throughout the school year to become more familiar with these instructional tools. A total of 31 trainings were held.	Cost Included in A.2-7.	CTEIG: \$489,140 Books & Supplies, 4000-4999

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	To support increased hands-on activities to engage students in their learning, CTE modules were purchased for implementation in the 2019-20 school year.		

**Action C.2-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.	BASIC is comprised of two consecutive days of training. The training dates were as follows: October 11-12, 2018, January 31-February 1, 2019, March 28-29, 2019, and May 30-31, 2019. The total number of staff trained during the 2018-19 school year was 25.	<p>Special Education Division Funds: \$10,851 (Included in C.3-1 and C.3-3)</p> <p>\$5,418: Certificated Salaries, 1000-1999  \$3,375: Classified Salaries, 2000-2999  \$1,258: Employee Benefits, 3000-3999  \$800: Services/Other Operating Expenses, 5000-5999</p>	<p>Division of Special Education Services Funds: \$16,860 (Included in C.3-1 and C.3-3)</p> <p>\$880: Certificated Sub. Costs, 1000-1999;  \$2,910: Classified Sub. Costs, 2000-2999  \$13,070: Services/Other Operating Expenses, 5000-5999</p>



## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goals, actions, and services are focused on staff training regarding educational software, assessments, and the success rate of student transition and behavior goals achieved.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The training of staff is increasing the usage of the educational tools and assessments to assist in student learning. The professional development opportunities are effective at improving the implementation of state standards into the curriculum. The efforts being made to ensure successful post-program transition and achievement of behavioral goals are effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

C.2-3: No costs were budgeted as this action/service was part of staff duties and expenditures in A.2-7. In order to increase hands-on activities to students with the most significant disabilities, CTE modules were purchased out of the CTEIG Grant in the amount of \$280,000.

C.2-4: Budgeted amount was \$10,851; amount spent was \$16,860. This increase for the trainer was higher than anticipated, thus resulting in the increase.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Two metrics were modified for 2019-20. One metric changed from percentage of behavioral goals met to the overall social-emotional goals met in the student's IEP. The second metric modified the percentage of overall IEP goals met at substantial progress to the percentage of overall IEP goals met for ELA and Math.

Two new actions/services have been added. Action/Service C.2-5 (NGSS Science Curriculum) and Action/Service C.2-6 (CTE Curriculum) have been added to this goal to support students with the most significant disabilities in these curriculum areas.

### Goal C.3

**Goal C.3: Retain highly-qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within special schools and alternative settings, as well as assist students with academic achievement.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

### Annual Measureable Outcomes

Expected	Actual
Maintain 100% of appropriately assigned staff.	Appropriately assigned staff was maintained at 100% throughout the 2018-19 school year.
HQT Status of Teachers: This metric will be updated based on the new requirement from the CDE.	There has not been a new requirement regarding highly qualified status of teachers.

### Actions / Services

#### Action C.3-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.	Instruction is individualized and differentiated to meet the learning needs of each student. Professional development and TOSA support was provided to staff in the curricular areas of ELA, ELD, Social Science, Math, and Science. Staff continued to receive support in the implementation of the adopted curricula. Follow-up classroom support and observation occurred by TOSAs, EL Services Team, and Administrators to further assist teachers.	LCFF: \$42,762,528 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)  \$30,698,029: Certificated Salaries, 1000-1999; \$12,064,499: Employee Benefits, 3000-3999	\$40,209,234 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)  \$29,600,547: Certificated Salaries, 1000-1999 \$10,608,687: Employee Benefits, 3000-3999

**Action C.3-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure high-quality academic and clinical support services for all students.	Clinicians, counselors, and nurses have provided essential social-emotional and clinical support services so that ACCESS students are more ready and able to perform better academically.	LCFF: \$4,238,210 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)  \$3,021,907: Certificated Salaries, 1000-1999; \$1,216,303: Employee Benefits, 3000-3999	\$3,849,262 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)  \$2,678,791: Certificated Salaries, 1000-1999; \$1,170,471: Employee Benefits, 3000-3999

**Action C.3-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide classroom and individual instructional support to assist students to achieve academic success.	Tutors, paraeducators, and Academic Support Assistants have offered students individualized and small group instruction to enhance learning and provide improved access to the curriculum.	LCFF: \$20,036,904 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)  \$13,110,069: Classified Salaries, 2000-2999; \$6,926,35: Employee Benefits, 3000-3999	\$19,167,363 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)  \$12,488,782: Certificated Salaries, 1000-1999; \$6,678,581: Employee Benefits, 3000-3999

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions/services of this goal has included professional development and trainings to teachers in the curricular areas of ELA, ELD, Social Science, and Math, along with the coaching and follow-up support by the six TOSAs and the EL Services Team. Clinical services, counselor support, and health services were provided to support the academic and social-emotional needs of students. In order to further enhance the academic support, a reading specialist, tutors, paraeducators, and Title III Academic Support Assistants offered individual and small group instruction in the classroom.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The academic, social-emotional, and health services have effectively provided counseling, clinical, health, and educational support to ensure students are able to achieve their educational goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgetary differences are a result of reduction in staff and/or increase in staff salaries.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics or actions/services.

## Goal C.4

**Goal C.4: Expand instructional and behavioral interventions and support services to address the critical needs of students.**

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate  
 Local Priorities: 9-Coordination of Instruction of Expelled Pupils; 10-Coordination of Services for Foster Youth

### Annual Measureable Outcomes

Expected	Actual
Decrease the student suspension rate by .5%. (Expulsion rates are not included as students are not expelled from our program.)	As of April 2019, the suspension rate was 3.08%. This outcome exceeded the target of 8% due to alternatives to suspension that were implemented. (Expulsion rates are not included, as students are not expelled from our program.)
Increase community school attendance rate by 1% from the prior year.	As of April 2019, the attendance rate for community school students was 69%. We did not reach the expected attendance rate of 72%. This outcome continues to be a significant focus for 2019-20.
Remaining staff will receive training in Restorative Practices.	During 2018-19, 131 staff members received training in Restorative Practices over the course of eight 2-day training sessions.

### Actions / Services

#### Action C.4-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Due to consolidation of school sites, the strategic plan to more effectively address truancy will be developed in 2018-19.	A Truancy Response Plan was developed with input from the following stakeholders: Administration, Counselors, Family Community Liaisons, and teachers. The Plan was shared with each of the Areas and staff was trained on the components of this plan. This plan contained action steps to follow when students are truant.	No Cost (Included in Staff Duties).	No Cost (Included in Staff Duties).

**Action C.4-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.	Basic school supplies were purchased and distributed to each Area to qualified low-income students. These supplies were assembled and delivered to each Area for distribution.	LCFF: \$10,000 Books & Supplies, 4000-4999	LCFF: \$10,000 Books & Supplies, 4000-4999

**Action C.4-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.	Four ACCESS community school clinicians were maintained and provided services to all ACCESS school sites.	LCFF: \$453,523 \$310,478: Classified Salaries, 2000-2999; \$143,045: Employee Benefits, 3000-3999	LCFF: \$475,591 \$323,988: Classified Salaries, 2000-2999; \$151,603: Employee Benefits, 3000-3999

**Action C.4-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.	Four School Counselors were funded and supported all ACCESS school sites.	LCFF: \$479,423 (Cost Included in C.3-2) \$346,113: Certificated Salaries, 1000-1999; \$133,310: Employee Benefits, 3000-3999	LCFF: \$480,812 (Cost Included in C.3-2) \$360,414: Certificated Salaries, 1000-1999; \$120,398: Employee Benefits, 3000-3999

**Action C.4-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain ongoing case management of homeless students and families.	Family Engagement Program Manager, Family Community Liaisons, and Community Resource Specialist provided case management of homeless students	Title I Funds: \$1,028,774 (Family Engagement Program Manager	Title I Funds: \$957,605 (Family Engagement Program Manager salary; seven Family

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	and families. This work entailed assisting families and students with connection to community resources.	salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary) \$685,436: Classified Salaries, 2000-2999; \$343,338: Employee Benefits, 3000-3999	Community Liaison salaries, and one Community Resource Specialist Salary) \$649,342: Classified Salaries, 2000-2999; \$308,263: Employee Benefits, 3000-3999

**Action C.4-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.	Bus passes were given to qualifying students throughout the school year to assist in providing transportation to and from school.	LCFF and McKinney-Vento Funds: \$50,000 LCFF: \$45,000; McKinney-Vento Funds: \$5,000 Books & Supplies, 4000-4999	LCFF, Title I, and Education for Homeless Children and Youth Grant (EHCY) Funds: \$69,090 LCFF: \$45,000 EHCY Funds: \$9,090 Title I: \$15,000 Books & Supplies, 4000-4999

**Action C.4-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.	During 2018-19, 30 CLEP Vouchers were purchased. Two Areas (Fischer/PCHS) were designated as CLEP testing sites. No additional scholarship opportunities were found to be available. Students continue to receive support in completing FAFSA applications.	LCFF and College & Career Readiness Grant: \$10,000 LCFF: \$9,640 College & Career Readiness Grant: \$360	LCFF: \$2,610 Books & Supplies, 4000-4999



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Services/Other Operating Expenses, 5000-5999;	

**Action C.4-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students. Train ACCESS student support staff to use 2-1-1 Orange County, an online database of community resources. Funds to be allocated for identified trainings, up to \$2,000.	Information regarding the resource 2-1-1 was shared at Family Community Liaison meetings. An invitation to present more detailed information regarding this resource was offered to principals for their Area staff meetings. Educational Services distributed a monthly email with professional development opportunities that included topics related to the needs of unduplicated pupils.	LCFF: \$2,000  Services/Other Operating Expenses, 5000-5999	No Cost (Included in staff duties).

**Action C.4-9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.	A community school nurse continued to be funded during 2018-19. This position resulted in a total of two school nurses, as one nurse resigned during the school year. This position remains vacant with short-term nurse coverage provided when available.	LCFF: \$114,414 (Cost Included in C.3-2)  \$76,538: Certificated Salaries, 1000-19999; \$37,876: Employee Benefits, 3000-3999	LCFF: \$117,599 (Cost Included in C.3-2)  \$79,217: Certificated Salaries, 1000-1999; \$38,383: Employee Benefits, 3000-3999

**Action C.4-10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Finalize the contract with the community college. The Counseling 100 college course will be offered five times during the 2018-19 school year to Community School students.	The Counseling 100 college course was offered five times during the 2018-19 school year, with 25 students participating. The college course was held three times at the Placentia site and two times at Rio Contiguo.	College & Career Readiness Grant: \$39,181  Services/Other Operating Expenses, 5000-5999	College & Career Readiness Grant: \$11,000  Services/Other Operating Expenses, 5000-5999

**Action C.4-11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program. The Plan outcomes are to improve school climate and have a reduction in behavioral referrals. These interventions will include the implementation of positive behavior supports, as well as address alternatives to suspensions with classroom management strategies and restorative practices. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.	During 2018-19, numerous SWIFT Education Center trainings were held to support the implementation of MTSS. The SWIFT Team conducted monthly Area meetings with Principals and their teams to discuss best practices for supporting all students. The MTSS outcomes identified are improved student behavior, positive school climate, restorative practices, and increased student engagement. The Progressive Intervention Plan is now included in the overall MTSS implementation and will not be referred to going forward.	LCFF: \$1,200  Books & Supplies, 4000-4999	LCFF: \$1,174  Services/Other Operating Expenses, 5000-5999

**Action C.4-12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Restorative Practice trainings in the use of Formal Restorative conferencing. Four trainings will be offered throughout the school year to provide staff	During 2018-19, 13 staff members attended one three-day Train-the-Trainer workshop on the fundamental toolkit to instruct staff on the Restorative Practices	LCFF: \$20,000	LCFF: \$19,787  \$4,976: Books & Supplies, 4000-4999;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
who are currently using restorative circles at their school sites. These trainings will provide more in-depth strategies and practices to enhance student success.	framework. Additionally, eight two-day Restorative Practice trainings were offered in the Spring of 2019, with 46 teachers and 85 support staff in attendance.	Services/Other Operating Expenses, 5000-5999	\$14,811: Services/Other Operating Expenses, 5000-5999

**Action C.4-13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit and hire a specialized program specialist and paraeducator to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.	The positions of one paraeducator and one program specialist are pending and expected to be filled by June of 2019.	LCFF: \$246,639 (Cost included in C.3-3) \$108,324: Certificated Salaries, 1000-1999; \$44,815: Classified Salaries, 2000-2999,; \$93,500: Employee Benefits, 3000-3999)	No Cost – positions not yet filled.

**Action C.4-14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit and hire a gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.	The position of gang intervention specialist was not filled during 2018-19. This recruitment for this position will continue in 2019-20.	LCFF: \$162,332 \$108,324: Certificated Salaries, 1000-1999; \$54,008: Employee Benefits, 3000-3999	No Cost – position not yet filled.

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions/services to achieve this goal includes addressing the challenges that our student population faces in maintaining regular school attendance. These efforts include strategizing around truancy response, maintaining school clinicians, nurses, and interns, funding school counselors, assisting homeless youth, providing bus passes to assist with transportation to and from school, providing basic school supplies for low-income youth, and support students with test-taking and application fees for college entrance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services of this goal have been effective in reducing the obstacles and challenges our students face in their regular school attendance, as well as addressing the social-emotional needs that interfere with their learning. Although the targeted attendance rate of 72% was not met, the efforts to reduce obstacles and challenges are being utilized. The students entering the program come with more significant attendance and behavior issues, resulting in our current attendance rate of 69%. School attendance is a priority and further planning will take place to increase our overall school attendance rate for 2019-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

C.4-4 was budgeted \$510,877; the actual expense was \$442,389. This was a result of one counselor transferring to a new position and the salaries savings occurred prior to a new counselor being hired.

C.4-6 was budgeted \$50,000; the actual expense was \$69,090. This increase was due to the need to purchase additional bus passes to assist students with transportation challenges.

C.4-7 was budgeted \$10,000; the actual expense was \$2,610. The decrease is a result of a delay in the implementation of the CLEP testing, and fewer students recommended for CLEP testing than anticipated. Additionally, there were no requests submitted for financial assistance with college application fees.

C.4-8 was budgeted \$2,000; the actual expense was \$0, due to the trainings being included in staff duties.

C.4-10 was budgeted \$39,181; the actual expense was \$10,000. The decrease is a result of the expense to contract with the community college being less than anticipated.

C.4-13 was budgeted \$246,639; the actual expense was \$0, due to the positions remaining unfilled. These positions are pending for the 2019-20 school year.

C.4-14 was budgeted \$162,332; the actual expense was \$0, due to the positions remaining unfilled. These positions are pending for the 2019-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

C.4-1 was modified to include the recruitment and hiring of three program specialists to provide attendance intervention.

C.4-8 was modified to indicate that the 2-1-1 trainings will now be incorporated into staff development meetings and leadership trainings.

C.4-11 was modified to include the purchase of materials and refreshments for trainings, as appropriate.

C.4-12 was modified to include the purchase of materials and refreshments for trainings, as appropriate.

C.4-15 was created to provide transition support to identified students in the areas of academic, employment, and life skill development, as well as to offer support to students as they transition between school sites.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Our continued commitment to include stakeholders in the LCAP process is an ongoing pursuit. We recognize the value of stakeholder input and strive to develop a living document that encompasses their feedback and ideas.

The following stakeholders were engaged in the development and/or review of this LCAP document: OCDE staff and students, ACCESS staff, the Division of Special Education Services' staff, parents and families of OCDE students, Blue Ribbon Commission, Foster Youth Services staff, and bargaining units.

Below outlines the process with each stakeholder:

### OCDE

- The OCDE LCAP team has attended the LCAP Director's Meetings held on December 6, 2018, January 11, 2019, March 1, 2019, and May 3, 2019 to discuss the California School Dashboard, the new components of the LCAP template, Annual Update and Program Evaluation, Increased/Improved Services and MTSS alignment, and next steps in the LCAP process along with a vision of support for the 2020-2023 LCAP.
- Staff from OCDE's Educational Services Team provided guidance and support with the changes to the template, including the new Parent Budget Overview, and reviewed the 2017-20 LCAP document to provide feedback for increased clarity.
- The 2017-2020 LCAP document will be posted online following approval by the California Department of Education.

### ACCESS

- LCAP was discussed at monthly ACCESS Leadership Team Meetings throughout the school year.
- Meetings were held with those responsible for each goal and action item in October and November 2018, with follow-up in January, February, and March 2019.
- The LCAP Steering Committee met regularly to incorporate the input, suggestions, and recommendations received from stakeholders.
- The Steering Committee met with representatives from Information Technology, Budget Support, Title I, Title II, Title III, Foster Youth Services, English Learner Services, Special Education Services, Student Services, and CWA Counseling Services to review and update LCAP actions, services, and expenditures.
- The ACCESS Cabinet reviewed each section of the LCAP document and recommended changes and additions to the actions and services.

- Electronic surveys were sent to teachers, paraeducators, non-instructional staff, and administrators for input regarding classroom use of technology, school climate, improved implementation of professional development, and evidence of the actions and services outlined within the LCAP for 2017-20.
- LCAP table of services and metrics created and shared with ACCESS leadership and staff.

### **DIVISION OF SPECIAL EDUCATION SERVICES**

- An LCAP survey was provided to parents for feedback on the program's goals, actions, and services.
- Teachers and ancillary staff receive updates and provide input on implementation of LCAP goals at staff meetings.
- Ongoing review of LCAP and the Division of Special Education Services Strategic Plan priorities during administration meetings is conducted to ensure alignment and effectiveness of initiatives.

### **PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS**

- The first LCAP General Parent Advisory Committee (GPAC) meeting of the 2018-19 school year was held on November 5, 2018 at the centrally located Harbor Learning Center during the evening to accommodate working parents/guardians. GPAC meetings are the vehicle for parents to provide input and feedback regarding the ACCESS program and the formulation of the updated LCAP document.
- Participants met in a small group to provide input on OCDE's three main Identified Priority Goals: A) Effective use of technology for teaching and learning to promote 21st Century skills; B) Enhanced collaboration and partnerships among stakeholders; and C) Students prepared to be college, career, and life-ready. Parents shared their ideas and suggestions, which included utilization of a parent portal, the desire for more social activities for families at the school sites, greater communication from the school to families, additional parenting classes, and college fairs, job fairs, and guest speakers for students.
- At this meeting, as well as all subsequent evening meetings, refreshments were provided, Interpretation services were available in Spanish, and children's activities were organized to allow parents/guardians to participate in the meeting more easily.
- The second LCAP GPAC meeting was held on November 27, 2018, at Area 2 Administrative Office in Anaheim. Chris Alfieri, ACCESS Principal, provided an overview on the LCAP process, and emphasized the important role of parent/guardian input.
- During the second part of the meeting, stakeholders participated in a group discussion regarding the importance of family engagement and college and career readiness. Parents indicated that more parent nights would be beneficial and praised the work of a Title I Transition Specialist. Parents expressed the value of Disciplina Positiva workshops and would like to see them continue.
- The third GPAC meeting was held on January 23, 2019, and took place at Area 1's San Juan Capistrano school site. Rick Martin, Director in Alternative Education, provided an overview on the LCAP process, and Wendy Rogan, Title I Program Specialist, and April Armijo, Title I Family Community Liaison, facilitated a conversation regarding LCAP Actions and Services. The input from the families included positive comments regarding the availability of laptops for student use, the technology availability at the school site, and the effectiveness of School Messenger, and parents expressed their appreciation for the opportunity to attend parent meetings, and remarked that additional refreshments would enhance the social aspect and community building. Parents expressed a desire to have a parent portal similar to School Loop to check grades and attendance, additional math tutoring, and more field trips. Parents felt it would be beneficial if their child could meet with a School Counselor more frequently.



- The fourth GPAC meeting was held at Area 1's Harbor Learning Center on January 29, 2019. Parents were provided with information regarding the LCAP by Principal Ken Ko. Parents were made aware of parenting class opportunities with Padres Unidos. Wendy Rogan provided an overview of the ACCESS School-Family Compact, and parents gave feedback about the positive and structured school climate. One family noted the work of Title I Transition Specialist Elizabeth Diaz, who assisted their child in enrolling in a construction course at Orange Coast College.
- The fifth GPAC meeting was held on January 30, 2019, and took place at the Area 3 Administrative Office in Tustin. An overview of LCFF and LCAP was provided by Principal Vern Burton. Additional ACCESS information was provided by School Counselor Michelle Mahoney, and Clinician Angelica Talley. Parent input included requests for additional parenting classes and college field trips, and to be informed when their child is absent from school. Parents acknowledged the value of having basic personal supplies available, as well as bus passes to assist students with transportation difficulties. Parents expressed their concerns about drug usage and would like to see drug abuse prevention classes offered.
- The final GPAC meeting was held on February 4, 2019, and took place at the Area 2 Administrative Office in Anaheim. Principal Chris Alfieri discussed the three LCAP goal areas and requested input on the school's programs and services. Wendy Rogan provided an overview of the ACCESS School-Family Compact, and parents shared the need to limit non-educational technology usage in the home. Parenting classes were also requested, and ideas were generated for improved communication with parents. The following recommendations were also shared: cooking classes, techniques to motivate students academically, classroom libraries, and more CTE opportunities.
- To encourage attendance, the following outreach strategies were utilized in the weeks prior to the meetings: Family Community Liaisons personally contacted families frequently to request their attendance at these important events; all materials were provided in English and Spanish; refreshments were provided; children's activities were available during the meetings; school administrators made announcements about the parent meetings during the school day in ACCESS classrooms, and upcoming meeting dates were shared.
- District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings were held on the following dates: October 25, 2018, November 15, 2018, December 6, 2018, January 10, 2019, February 13, 2019, March 5, 2019, April 10, 2019, and May 8, 2019. The focus of these EL Parent Advisory meetings is supporting the leadership development of our parents and providing time for parents to share and learn about ways they can advocate for their children. Topics covered at these meetings included utilization of school funds, EL Master Plan, roles and responsibilities of DELAC, assessment of district programs and goals, and LEA's reclassification procedures.
- The parent LCAP survey was completed by 250 parents addressing school climate, student progress, technology, and parent involvement that are aligned to the LCAP goals, actions, and services. A copy of the survey questions and an analysis of the responses are included in Appendix G.

## **STAKEHOLDERS**

- OCDE representatives met quarterly with the Blue Ribbon Commission, a multi-agency collaborative facilitated by Juvenile Court and tasked with ensuring services for adjudicated youth, foster and dependent youth, to share an overview of the 2017-20 LCAP, solicit input, and highlight the actions and services proposed for 2019-20.
- In May 2019, OCDE representatives met with the Orange County Children's Partnership (OCCP), a multi-agency subcommittee of the Board of Supervisors created to improve the conditions of Orange County children, presented the 2017-20 LCAP and received affirmation of the actions and services.

- In March 2019, a survey was sent to our key stakeholders, including Juvenile Court, Probation, Orange County Social Services Agency, and District CWA Directors to gather feedback on the quality of programs, the value of the partnerships, and suggestions for improving services to students.
- The Regional Center of Orange County, California Children's Services, Department of Social Services, County Mental Health, Department of Rehabilitation, and other agencies were invited to provide input at annual and tri-annual IEP meetings to sustain high-quality programs and services for students with disabilities.

### **FOSTER YOUTH SERVICES**

Foster Youth District Liaison meetings were held on the following dates to address identification of foster youth and coordination of services provided to foster youth within school districts and to strategize as they develop their Local Control Accountability Plans: September 14, 2018, and January 18, March 15, and May 17, 2019.

### **OCDE STUDENTS**

- A survey was administered to all students during the month of March 2019 to gather their input regarding the quality of education, the use of technology in instruction, and school safety and climate. We received 864 survey responses.
- Student representatives participated in LCAP Student Focus Groups. Staff conducting the focus groups visited 31 school sites between November 2018 and March 2019 to gather student feedback in the areas of technology, school climate, and college and career readiness. This feedback was included as we updated the actions and services for subsequent years of the LCAP.
- Every Special Education Services student, ages 16-22, provides input on their Individualized Transition Plan that outlines a plan for high school course of study, and future educational, vocational, and independent living goals.

### **BARGAINING UNITS**

- Regularly scheduled meetings were held throughout 2018-19.
- OCDE management and representatives of Chapter 468 of the California School Employees Association (CSEA) met regularly during the course of the 2018-19 school year. During these meetings, employee concerns, suggestions, and possible solutions related to LCAP implementation were shared and discussed. These monthly meetings also provided the opportunity for ACCESS and Division of Special Education Services to provide program updates and information on a variety of topics in order to better support program staff as they work to implement LCAP goals and objectives. A meeting was held on May 21, 2019 with the CSEA Team to review the LCAP document and to encourage their ongoing involvement and input in the process.
- ACCESS staff was invited to attend an LCAP overview and input meeting on April 16, 2019. The attendees appreciated the opportunity to hear and discuss the accomplishments in the LCAP, as well as to provide input and suggestions for improving actions and services.

- In addition to the management/association meetings, a collaborative approach has been maintained at the school site level, where employees from each bargaining unit are encouraged to participate in discussions to gain a greater understanding of their supportive role in implementing the LCAP.
- In November 2018, representatives from the Orange County Schools Educators Association (OCSEA) met with the LCAP writing team and were provided with an overview of the LCAP document and discussed the goals, actions, and services. The OCSEA representatives were provided with a copy of the LCAP document and invited to participate in ongoing dialogue and meetings. Communication to schedule additional meetings continued through the year; however, no further meetings were held. In April 2019, a copy of the latest draft LCAP document was sent to the OCSEA representatives for review.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Our continued commitment to including stakeholders in the LCAP process has provided parents/guardians, staff, students, and community partners with a tangible and ongoing voice in the operation of the school program. Through their input, we are able to collaborate on an LCAP document that encompasses their feedback and ideas and strengthens the instruction and services provided to students.

The stakeholders listed below impacted the LCAP and Annual Update as follows:

### OCDE

- Staff members recognize the LCAP as a vehicle to improve the outcomes for students, and they continually submit ideas for actions and services to positively impact student achievement. These ideas are recorded and brought forward for discussion and possible inclusion in the current LCAP. Many of the ideas submitted were used to enhance existing actions and services and create new opportunities contained within the document.

### ACCESS

- The LCAP Steering Committee ensured the input and contributions of all stakeholders were represented in the document.
- Staff feedback confirmed the need for additional safety equipment and personnel to support school site safety (see B.3-4).
- Based on the need to align Science curriculum with new Next Generation Science Standards (NGSS), new curriculum will be purchased and implemented in 2019-20 (see C.1-9).
- Staff overwhelmingly expressed the continued need for targeted mental health support for students and continued funding for clinicians and school counselors remain a priority (see C.4-3 and C.4-4).
- Staff surveys confirmed the positive impact the LCAP goals have on student achievement. Survey results indicate the following areas of commendations:
  - o Increased number of computers at school sites and improved connectivity: 87% (increase of 10% from prior year)
  - o Increased implementation of California State Standards: 89% (increase of 11% from prior year)

- o Increased parent engagement: 71% (decrease of 3% from prior year)
- o The LCAP is having a positive impact on student outcome: 84% (increase of 2% from prior year)

### **DIVISION OF SPECIAL EDUCATION SERVICES**

- Survey results from staff indicated the positive impact and the need to continue the following programs and services, which have improved the outcomes of students in the areas of technology and transition (A.2-7):
  - o SANDI/FAST
  - o ST Math
  - o SEACO Access Guide
  - o ULS
  - o News 2 You
  - o Continued use of TOSA to support Division of Special Education Services initiatives
  - o Laptops for teachers purchased during 2018-19

### **PARENTS/GUARDIANS AND FAMILIES OF OCDE STUDENTS**

- Parents/guardians commented on the value of the laptop checkout program and the use of hotspots to access the internet outside of school (A.1-2).
- Parents/guardians requested increased communication via e-mail, texts, telephone calls, and access AERIES Parent Portal (B.1-1, B.1-4).
- Parents/guardians stated the need for more field trips, more tutoring, and opportunities for college classes and tours (B.2-2, C.1-4, and B.2-7, respectively).
- Parents/guardians expressed the need for more parenting classes and for Disciplina Positiva workshops to continue (B.1-2).
- Parents/guardians noted the impact of refreshments at meetings on building a positive school climate and strong family culture (B.1-3).
- Parents/guardians commented on the need for an increased number of math tutors (C.1-4).
- Parents/guardians appreciated the ongoing funding for bus passes to improve student attendance (C.4-6).
- Parents/guardians provided feedback on the current LCAP and had the opportunity to provide ideas for improved actions/services.

The following are comments made by ACCESS and Division of Special Education Services parents/guardians during meetings, events, and on surveys:

- *“ACCESS made a huge difference for my son. He had stopped attending school, but teachers were able to reach him. We are so thankful.”*
- *“I think ACCESS should offer more CTE classes for the students.”*
- *“I am happy with the school. My child is earning good grades, and teachers are doing a good job.”*
- *“Students do well in ACCESS because of smaller classes.”*
- *“It would be good if we had classes for parents on preventing drug use.”*
- *“Jose Tapia [Title I Transition Specialist] worked with my son and helped him enroll in college and get a job. Mr. Tapia is great!”*
- *“Disciplina Positiva class was very helpful and more classes would be great! I would volunteer to call parents to promote the class.”*

- *“Special Education Services staff are knowledgeable, well-trained, caring, compassionate, patient people. We are blessed to have them in our kids’ lives.”*
- *“Better communication (daily notes) would be helpful. We would like to know more about how he does every day.”*

## **STAKEHOLDERS**

- All LEA stakeholders acknowledged the need for increased technology usage among OCDE students and continued upgrades to the system and the 2017-20 LCAP reflects this focus (see Goals A.1 and A.2).
- An additional area of need that stakeholders addressed is for improved and increased school site safety equipment, and staff positions (see B.3-4).
- The Blue Ribbon Commission met regularly and the goals and actions of the LCAP document were highlighted with an emphasis on Goal B.5 that relates to actions and services pertaining to foster youth. The Commission commended the services targeting foster youth and no other specific actions or services were recommended (see Goal B.5).
- The Fischer ACCESS Student Services Team (FASST) met monthly to discuss the transition needs of students exiting our institution schools. Attendees at the meetings included representatives from Special Education, Student Services, Attendance and Records, Title I, Probation, Foster Youth, ACCESS Administration, and the School Counselor. These meetings highlight the importance of providing students and families with a network of support as they transition between school sites. LCAP Actions and Services are often discussed as they relate to supporting the student in their transition (see C.4-4, C.4-6, C.4-9).
- The Stakeholder Survey results indicated the value of teamwork, communication, and the services provided to students. Stakeholders reported new insights into the educational needs of ACCESS students resulting in new services provided by their programs. The stakeholders’ ability to provide resources and services to ACCESS students and families continues to increase as a result of our ongoing partnerships.
- Regional Center of Orange County continues to provide parent/guardian training workshops to equip parents/guardians with skills to support the transition needs of their children (see B.2-10, B.2-11, and B.2-12). OCDE is an active member of interagency groups, including the Orange County Transition Initiative, and the Orange County Adult Transition Task Force, which provide parent resources, including assisting in the development of a transition website through the Chapman College Thompson Policy Institute. Students have increased work and transportation opportunities as a result of OCDE’s involvement with the Competitive Integrated Employment Partnership, the Regional Center of Orange County Adult Services Advisory Group, and the Orange County Transportation Authority Special Needs Advisory Committee.
- Out-of-county partnerships have been formed with several Los Angeles County school districts and adult programs to provide postsecondary programs to adult students with behavior support needs, and severe medical and/or physical disabilities (see B.2-11). A Los Angeles County resource list has been developed to maximize options.

### **FOSTER YOUTH**

- Through better identification of foster youth and the enhanced coordination of services, foster youth are receiving more targeted services individually designed to provide academic support and minimize the number of school placements. This coordination includes an improved tracking of foster youth outcomes.
- Continued representation by Foster Youth Services on behalf of foster youth in ACCESS has resulted in the improved problem solving of challenges facing foster youth. This partnership between Foster Youth Services and ACCESS is resulting in better coordination of academic and support services and fewer school transfers for foster youth.

### **OCDE STUDENTS**

864 student surveys were submitted in March 2019. (See Appendix G for an overview of survey results.)

The following were comments made by students:

- *“The one thing my school could do better to achieve my learning goals would be to provide a greater variety of courses so that I can more easily explore future potential career paths and be better prepared for college.”*
- *“Take time to teach all of us until everyone gets it before moving ahead.”*
- *“The school should have more campus classes and support for math and English.”*
- *“Providing time for collaboration on assignments or brain-storming ideas would improve our learning.”*
- *“Offer extra credit, more clubs, and programs/activities.”*
- *“I think this school is very helpful because this is where I get most of my credits.”*

### **BARGAINING UNITS**

Management and CSEA representatives have maintained their collaborative approach to encouraging employee support and understanding of the LCAP.

### **PUBLIC COMMENT MEETING**

[Information to be entered after June 12, 2019 Board Meeting.]

## Goals, Actions, & Services

### Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

### Goal A.1

Increase the effective use of technology for teaching and learning to promote 21st Century skills.

**Goal A.1: Increase bandwidth connectivity, reliability, and infrastructure throughout OCDE schools so all students have access to technology.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 7-Course Access

### Identified Need:

To ensure reliable access and support for the use of current and future technology for teaching and learning to promote 21st Century skills, continuous and ongoing review and evaluation of current and future OCDE school sites' connectivity and infrastructure is needed.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Circuit Capacity	Currently at 1 GB (2016-17)	Maintain	Maintain	Maintain
Classroom Connectivity	Currently completed at 75% of schools.	Finish upgrade of remaining 25% of schools. There are 54 school sites with 50MB and 6 school sites with 100MB.	School site connectivity will increase to 50MB-1KB. There will be 56 school sites with 100MB and 4 school sites with 1GB.	Explore the need for enhanced connectivity at selected sites based on program needs.
Deployment of server and software for VDI roll-out.	Completed in 2016-17.	Maintain	Completed student VDI roll-out; purchased two new servers for staff VDI roll-out, with deployment beginning in April 2019.	Continue staff VDI roll-out until completed.



**Action A.1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to annually evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. Install security endpoint protection on approximately 1,600 devices. Provide device management upgrades and software licenses as needed.

Continue to evaluate the technology infrastructure for needed upgrades, including but not limited to, bandwidth capability, firewall, and switches. The following technology upgrades are planned for 2018-19: Purchase and install new servers at school sites and administrative sites. Expand bandwidth at existing school sites and install needed infrastructure at new school sites.

Continue to evaluate the technology infrastructure for needed upgrades and maintenance costs, including but not limited to bandwidth capability, firewall, switches, and web filter. Complete increased bandwidth to 100MB at remaining school sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$70,000	\$71,000
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	\$69,040: Books & Supplies, 4000-4999; \$960: Services/Other Operating Expenses, 5000-5999	\$69,040: Books & Supplies, 4000-4999; \$960: Services/Other Operating Expenses, 5000-5999	Books & Supplies, 4000-4999

**Action A.1-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain the ongoing monthly cost for site connectivity and provide offsite student internet access through the purchasing of 325 Chromebooks and 325 wireless hotspots. Continue to maintain device-to-student ratios as stated in the metrics for A-2.

Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. School site connectivity will increase from a range of 25MB to 100MB to a range of 100MB to 1KB. Continue to maintain device-to-student ratios as stated in the metrics. Deploy remaining 13 Promethean Boards to support the use of technology in the classroom. Purchase up to

Maintain the ongoing monthly cost for site connectivity and continue to evaluate offsite student internet access needs by purchasing additional wireless hotspots to support unduplicated student groups. Continue to maintain device-to-student ratios as stated in the metrics. Install remaining Promethean Boards. Develop a technology plan for purchases of technology equipment and devices to support student learning.

4 Video Production equipment for recording student presentations, for use in professional development, and for the Information, Communication, and Technology Career Pathway courses.

The remaining video production equipment will be utilized to record instruction for staff and student use to enhance student learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$628,343	\$335,573
Source	LCFF	LCFF	LCFF
Budget Reference	\$183,905: Books & Supplies, 4000-4999 \$126,095: Services/Other Operating Expenses, 5000-5999	\$351,095: Books & Supplies, 4000-4999 \$277,248: Services/Other Operating Expenses, 5000-5999	\$72,752: Books & Supplies, 4000-4999 \$262,821: Services/Other Operating Expenses, 5000-5999

**Action A.1-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Research, pilot, and purchase online safety management software to ensure appropriate student use of the internet.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$25,000
Source			LCFF
Budget Reference			Books & Supplies, 4000-4999

**Action A.1-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide professional development trainings to staff for Google Apps for Education, Promethean Boards, and additional classroom technology and software purchases.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			No cost for trainings (included in staff duties); Software purchases included in Goal A.2-5.
Source			LCFF
Budget Reference			Books & Supplies, 4000-4999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal A.2

Increase the effective use of technology for teaching and learning to promote 21st Century skills.

**Goal A.2: Increase staff and student utilization of technology in instruction and learning as demonstrated by teachers and students incorporating 21st Century skills of collaboration, communication, problem-solving, creativity, and character development into assignments. Expand student usage of available educational software programs.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 4-Pupil Achievement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

### Identified Need:

In order to accommodate the improved and increased use of technology for teaching and learning to promote 21st Century skills, additional devices and educational software programs are needed, as determined by current device-to-student ratios, as well as student and staff surveys.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of computer/devices to students.	1:1 (ACCESS Community) 1:1 (ACCESS Day Schools) 1:1 (ACCESS Juvenile Court) 1:2.1 (CHEP/PCHS)	Maintain and evaluate capacity to increase ratios. Ratios were maintained at 1:1, and CHEP/PCHS improved to 1:1.9.	Maintain and evaluate capacity to increase ratio for CHEP/PCHS.	Maintain ratios for ACCESS Community and ACCESS Juvenile Hall, and evaluate capacity to further increase the ratios for CHEP/PCHS.
Students using technology to complete assignments based	32.7% "Seldom" / "Never" (Student) 30% "Seldom" / "Never" (Teacher)	Decrease by 5% Decrease by 5% Increase by 5% Increase by 5%	Decrease by 2% Decrease by 2% Increase by 2% Increase by 2%	Decrease by 2% Decrease by 2% Increase by 2% Increase by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
on student/teacher surveys.	35.2% "Daily Use" (Student) 37.3% "Daily Use" (Teacher)			
Percentage of teachers logging into ULS on a monthly basis.	Baseline will be established in 2017-18.	Baseline established at 60%.	Increase by 20%.	Increase to 85%.

**Action A.2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.

By March of each year, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.

By March of each year, survey teaching staff, non-instructional staff, parents, and students to determine the increased usage of technology in student assignments and students' access to technology at home.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150 (Printing Costs)	\$200 (Printing Costs)	No Cost
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action A.2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Unchanged**

2017-18 Actions/Services

Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Continue funding for the Educational Tech User Support Assistant to further implement the use of technology throughout ACCESS by providing teachers with training, guidance, and resources.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,144	\$82,413	\$91,625
Source	LCFF	LCFF	LCFF
Budget Reference	\$55,382: Classified Salaries, 2000-2999 \$20,762: Employee Benefits, 3000-3999	\$59,342: Classified Salaries, 2000-2999 \$23,071: Employee Benefits, 3000-3999	\$64,495: Classified Salaries, 2000-2999 \$27,130: Employee Benefits, 3000-3999

### Action A.2-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Expand the usage of GradPoint through the training of staff and coaching support in the classroom. Collect data on student usage

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Expand the usage of GradPoint through continued training of staff and coaching support in the classroom. Collect data on

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Expand the usage of GradPoint through continued training of staff and coaching support in the classroom. Collect data on

(i.e., number of students who started and the number who successfully completed). Collect student survey results to determine the effectiveness of the program.

student usage (i.e., the total number of students enrolled in a GradPoint course, the number of students who started and successfully completed a course, the percentage of students earning a grade of C or better, as well as the percentage of students completing 50% or more of the course). Collect student survey results to determine the effectiveness of the program.

student usage (i.e., the total number of students enrolled in a GradPoint course and the number of students who started and successfully completed credits). Collect student survey results to determine the effectiveness of the program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$219,650	\$266,389	\$218,000
Source	LCFF	LCFF	LCFF
Budget Reference	\$198,050: Books & Supplies, 4000-4999 \$21,600: Services/Other Operating Expenses, 5000-5999	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999

**Action A.2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website. Continue to provide updates to instructional staff as new resources are added.	Expand the usage of the educational technology website available to instructional staff and continue to add additional resources to the website targeting the needs of unduplicated student groups. Continue to provide updates to instructional staff as new resources are added.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)	No Cost (Part of Staff Duties)	
Source	LCFF	LCFF	
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	

**Action A.2-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Modified**

2017-18 Actions/Services

Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Continue to purchase licenses for student usage of current educational software programs and identify and train staff on instructional resources for incorporating 21st Century skills into student learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$28,315	\$42,957	\$43,811
Source	LCFF	LCFF and Flex Grant (1823)	LCFF and Other State Funds (Cost Center 1823)

Year	2017-18	2018-19	2019-20
Budget Reference	\$10,895 WorldBook Online; \$4,650 Rosetta Stone; \$10,270 Defined STEM; \$2,500 Discovery Education Streaming (Books & Supplies, 4000-4999)	LCFF: \$10,895: WorldBook Online; \$10,270: Defined STEM; \$2,050: Discovery Education Streaming; Kahn Academy, No Cost; \$3,375: Newsela; \$2,158: ST Math; \$6,635: ALEKS Math; \$745: Career Cruising; \$2,179: Turnitin (Books & Supplies, 4000-4999)  Flex Grant: \$4,650, Rosetta Stone (Books & Supplies, 4000-4999)	LCFF: \$11,114: WorldBook Online; \$4,500: Instructure (Canvas); \$2,050: Discovery Education Streaming; Kahn Academy, No Cost; \$3,376: Newsela; \$3,000: ST Math; \$10,395: ALEKS Math; \$799: Career Cruising; \$3,927: Turnitin (Books & Supplies, 4000-4999)  Other State Funds (Cost Center 1823): \$4,650, Rosetta Stone (Books & Supplies, 4000-4999)

**Action A.2-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide release time and encourage ACCESS teachers to observe

Provide release time for ACCESS teachers to observe exemplary classrooms that effectively

model classrooms that effectively utilize technology in student learning and provide coaching and classroom support to assist teachers in integrating technology, educational resources, and tools into student learning.

utilize technology and the adopted curriculum in order to integrate technology and curriculum more effectively into their instruction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,429 (Cost included in Goal C.3-1).	Cost Included in C.3-1	
Source	LCFF	LCFF	
Budget Reference	\$2,951: Certificated Salaries, 1000-1999 \$478: Employee Benefits, 3000-3999	Certificated Salaries, 1000-1999 Employee Benefits, 3000-3999	

**Action A.2-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.	Continue ULS and News 2 You and explore additional supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST) and ST Math, and make available the new online SEACO Access Guide for California Content Standards.	Continue ULS and News 2 You and explore an online science resource aligned with NGSS. Continue to research supplemental software programs and online resources for incorporating Communication, Collaboration, Critical Thinking, Creativity, and Character into student assignments. Continue the use of SANDI, implement Formative Assessment Standards Tasks (FAST), ST Math, Symbolstix, and the SEACO Access Guide for California Content Standards.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,200	\$75,200	\$48,349
Source	Educator Effectiveness Grant	Flex Grant (1823)	Other State Funds (Cost Center 1823)
Budget Reference	\$41,000 (ULS instructional materials); \$24,000 (SANDI/FAST); \$4,200 (ST Math); \$6,000 (SEACO Access Guide); (Books & Supplies, 4000-4999)	\$41,000 (ULS instructional materials); \$24,000 (SANDI/FAST); \$4,200 (ST Math); \$6,000 (SEACO Access Guide). (Books & Supplies, 4000-4999)	\$16,094 (ULS instructional materials); \$5,681 (News 2 You); \$20,150 (SANDI/FAST); \$3,770 (ST Math); \$2,654 (Symbolstix) Books & Supplies, 4000-4999

**Action A.2-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.	Continue Touch2Learn meetings on a regular basis and begin collaboration and partnership with UCI to determine the effectiveness of video modeling.	Continue the Touch2Learn (technology) Committee meetings on a quarterly basis to implement the SES Technology Plan.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	Special Education Division Funds	Special Education Division Funds	Division of Special Education Services Funds
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal B.1

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.1: Increase parent participation and involvement in the educational process which research validates improves student achievement.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

#### Identified Need:

Recognizing that research indicates parent engagement and improved communication results in greater student achievement, improved collaboration and partnerships among stakeholders are needed.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Drop-out Rate (A middle school dropout rate is not applicable due to the low number of middle school students enrolled in our program.)	6.91% (2015-16 baseline) (Note: as of April 2017, the ACCESS drop-out rate was 9.67%; this is the more accurate baseline to track our students.)	8.42%	8%	6%
Community School Attendance Rate	73.2% for 2015-16	As of Month 9 of 2018, the attendance rate for ACCESS Community	73%	73%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(Chronic absenteeism rates do not provide an accurate depiction of attendance outcomes due to the fact our students enter our program with significantly poor attendance from their prior school districts.)	(Note: as of Month 9 of 2017, the attendance rate for ACCESS Community Schools was 73%; this is the more up-to-date baseline to assess student attendance.)	Schools was 71%. The final attendance rate for the 2017-18 school year will be calculated in July 2018, and included in the 2018-19 LCAP.		
Parent Satisfaction with Division of Special Education Services.	94%	Maintain	95%	Maintain at 95% or higher.
Annual Parent Survey to Collect Parent Input regarding LCAP Goals, Actions, and Services.	338 Parent-Completed Surveys.	Increase Parent Responses by 5%. 529 parent surveys were completed. This is a 56% increase from the prior year.	Increase Parent Responses by 5%.	Increase Parent Responses by 5%.

**Action B.1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.

Increase utilization of the School Messenger System for communicating essential information to parents/guardians, and provide training to administrators as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,280 (School Messenger License)	\$9,945 (School Messenger License)	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

**Action B.1-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**LEA-wide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Through the utilization of the Annual Parent Survey, conduct an assessment of the overall effectiveness of parent information events and trainings to increase parent participation and engagement. Continue to offer parent classes, workshops, trainings, and events to encourage parent participation in the educational process.

Based on feedback and parent input from the annual parent survey, Parent Advisory meetings, DELAC/ELAC meetings, and parent trainings and events, the effectiveness of these meetings, workshops, and trainings will be analyzed. Parent classes, workshops, trainings, and information nights will continue to be offered throughout 2018-19 with the focus of increasing participation.

Parent surveys and input continue to validate that parent classes, workshops, trainings, and information nights are valuable and will continue to be offered throughout 2019-20, with the focus of increasing parent involvement. DELAC/ELAC meetings will continue to be held. In order to meet the needs of immigrant students, the EL Services Team will hold parenting classes to help families navigate the public education system in California.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$129,322	\$90,000	\$45,000
Source	LCFF and Title I Funds	LCFF and Title I Funds	LCFF and Title I Funds
Budget Reference	LCFF: \$10,000 Title I: \$119,322 (Services/Other Operating Costs, 5000-5999)	LCFF: \$15,000 Title I: \$75,000 (Services/Other Operating Costs, 5000-5999)	LCFF: \$20,000 Title I (SPSA): \$25,000 (Services/Other Operating Costs, 5000-5999)

**Action B.1-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**ACCESS-wide**



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Evaluate the effective components of these events through participant surveys.	Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Obtain parent feedback at the conclusion of each event regarding what information was supportive and helpful, as well as additional information they would like to receive.	Continue to conduct at least one parent/guardian information event in the fall and spring, including the cost of refreshments for parents/guardians and families. Include interpretation/translation services and equipment, along with materials and supplies for the parent/guardian events. Obtain parent feedback at the conclusion of each event regarding what information was supportive and helpful, as well as additional information they would like to receive.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$9,000	\$5,000
Source	LCFF and Title III Funds	LCFF and Title III Funds	LCFF
Budget Reference	LCFF: \$14,000 Title III: \$1,000 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$8,000 Title III: \$1,000 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$5,000 (Services/Other Operating Expenses, 5000-5999)

**Action B.1-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement and utilize Aeries.Net ACCESS to provide parents/guardians with access to their child's transcript, credit, and attendance information. Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics and online registration.

Provide parent training for Aeries.Net throughout the school year. These trainings will be included in the parent information events and parent meetings. Purchase Info Snap from Intermediate Holdings to allow parents to complete online student registration.

During 2019-20, the rollout of the parent portal will continue to all administrative Areas. Parent information on how to access and utilize the parent portal will continue to be provided at enrollment. When possible, an introduction and instruction on use of the parent portal will be provided at parent events.

Explore other features of Aeries.Net for teachers and administrators to use, such as Analytics.

A new vendor, Aeries, has been identified to provide the technical implementation for online registration and enrollment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$36,808	\$11,336
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$4,000: AERIES.Net (Services/Other Operating Expenses, 5000-5999) \$32,808: Info Snap (Books & Supplies, 4000-4999)	\$11,336: AERIES.Net Services/Other Operating Expenses, 5000-5999

**Action B.1-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.

Select from New, Modified, or Unchanged for 2018-19

By March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding the use of technology, school climate, and safety.

Select from New, Modified, or Unchanged for 2019-20

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Goal A.2 Surveys)	Cost Included in A.2-1	
Source	NA	NA	
Budget Reference	NA	NA	

### Action B.1-6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Continue to initiate parent contact at least 30 days prior to annual IEP date to support parent participation at annual IEP meetings. Continue to monitor and assess parent survey results.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

**Action B.1-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide training opportunities for new staff and administrators for a total of 1.5 hours on topics relating to Parent Participation and Involvement in the IEP process.		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-2999 Employee Benefits: 3000-3999		

**Action B.1-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement.		Continue to provide parents/guardians and staff with ongoing notification of school, community events that relate to improved parent/guardian involvement and student achievement. An Orange County Parent Support Group for Deaf and Hard of Hearing students (DH/H) meets monthly to support the needs of DH/H students and parents.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)		No Cost (Part of Staff Duties)
Source	Special Education Division Funds		Division of Special Education Services Funds
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999		Classified Salaries: 2000-2999 Employee Benefits: 3000-3999

**Action B.1-9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

Students with Disabilities

**Location(s):**

Specific Schools: Special Education Division-wide



**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Update by July 2017 program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Update by July of each year program brochures for students with the most significant disabilities related to physical and specialized healthcare needs. Program brochures will be posted on the OCDE website under the Special Schools tab.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal B.2

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B2: Identify, develop, and renew partnerships, as well as increase stakeholder and agency linkages to increase services and resources to students that focus on health, counseling, and life skills.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate

### Identified Need:

Recognizing that research indicates parent engagement and improved communication results in greater student achievement, enhanced collaboration and partnerships among stakeholders are needed.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Grants Awarded	14 grants awarded	Increase by 10%; maintained 14 grants.	Increase an additional 2%.	Maintain a minimum of 14 grants to serve ACCESS students.
Percentage of Student Population Participating in Co-Curricular Events.	20% of student population	Increase to 22%, student participation rate was 31%.	Increase to 34%	Increase to 40%
Percentage of Students with the Most Significant Disabilities Offered	83%	85%	Maintain	Metric is modified below.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Post-School Service.				
Percentage of students with the most significant disabilities accepted into post-school service options.			Baseline established at 68%.	Maintain
Percentage of students and the percentage of parents indicating that the school is safe on the annual survey.	Student percent indicating a safe school environment: 93.6% Parent percent indicating a safe school environment: 95.4%	Student percent indicating a safe school environment: 94% Parent percent indicating a safe school environment: 96%	Student percent indicating a safe school environment: 92% Parent percent indicating a safe school environment: 96%	Increase by 1% from the prior year of 92% for students and 96% for parents.

**Action B.2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to fund the Grant Program Support Assistant to research and apply for grants to address program needs. These needs include the following areas: nutrition, substance abuse, mental health, internships, and job shadowing.	Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.	Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$95,815	\$100,608	\$68,011
Source	LCFF	LCFF	LCFF
Budget Reference	\$55,726: Classified Salaries, 2000-2999 \$40,089: Employee Benefits, 3000-3999	\$58,164: Classified Salaries, 2000-2999 \$42,444: Employee Benefits, 3000-3999	\$48,381: Classified Salaries, 2000-2999 \$19,630: Employee Benefits, 3000-3999

**Action B.2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Modified**

2017-18 Actions/Services

Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.

Select from New, Modified, or Unchanged for 2018-19

**Unchanged**

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Maintain a co-curricular activities fund to support student learning and engagement, including Summer at The Center, Young American Outreach, and educational field trips. This funding includes transportation costs, food, supplies, and staff salaries.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000 (\$1,950 included in Goal C.3-1)		\$60,020
Source	LCFF		LCFF
Budget Reference	\$1,890: Certificated Salaries, 1000-1999 \$7,207: Classified Salaries, 2000-2999 \$834: Employee Benefits, 3000-3999 \$18,567: Books & Supplies, 4000-4999 \$31,502: Services/Other Operating Expenses, 5000-5999		\$2,415: Certificated Salaries, 1000-1999 \$7,000: Classified Salaries, 2000-2999 \$712: Employee Benefits, 3000-3999 \$16,167: Books & Supplies, 4000-4999 \$33,726: Services/Other Operating Expenses, 5000-5999

**Action B.2-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide funding for a Program Specialist to coordinate Career Technical Education to further develop Career Pathways and Link Learning opportunities for students.

Recruit and hire a Career Technical Education Specialist to further develop Career Pathways, coordinate and implement additional career education courses, and work with community colleges regarding course articulation.

Continue funding a Career Technical Education Specialist to further develop Career Pathways, coordinate and implement additional career education courses, and work with community colleges regarding course articulation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost due to the position not being filled.	\$159,484	\$159,848
Source	CTEIG Grant	CTEIG Grant	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	(Certificated Salaries, 1000-1999; Employee Benefits, 3000-3999)	\$108,324: Certificated Salaries, 1000-1999 \$51,160: Employee Benefits, 3000-3999	\$126,254: Certificated Salaries, 1000-1999 \$33,594: Employee Benefits, 3000-3999

**Action B.2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue funding the contract for the short-term CTE staff member to support the Career Pathways Grant and to assist the Program Specialist in developing CTE courses for ACCESS.

Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.

Continue funding the contract for the short-term CTE staff members to support career pathways and to assist the Program Specialist in developing CTE courses for ACCESS. Provide stipends for ACCESS CTE-credentialed teachers to teach CTE courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$92,910	\$101,067	\$104,905
Source	LCFF and CTEIG Grant	LCFF and CTEIG Grant	LCFF
Budget Reference	LCFF: \$21,250 CTEIG Grant: \$48,600 Career Pathways Grant: \$5,800 (Classified Salaries, 2000-2999)  LCFF: \$4,750 CTEIG Grant: \$11,400 Career Pathways Grant: \$1,110 (Employee Benefits, 3000-3999)	LCFF: \$3,600, Certificated Salaries, 1000-1999; \$25,000, Classified Salaries; 2000-2999; \$6,028: Employee Benefits, 3000-3999.  CTEIG: \$56,675, Classified Salaries, 2000-2999; \$9,764, Employee Benefits, 3000-3999.	\$3,600: Certificated Salaries, 1000-1999 \$81,675: Classified Salaries, 2000-2999 \$19,630: Employee Benefits, 3000-3999

**Action B.2-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	Continue to provide Pure Game, a physical education/character development program for up to seven ACCESS sites.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$28,056	\$28,390	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

**Action B.2-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.	Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. Partner with Working Wardrobes to provide career building workshops for students during Career Success Week. Create and implement one week-long Career Success Week Junior targeting middle school students. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.	Continue to host three Career Success Week events for ACCESS students to provide job-readiness skills and personal finance management. Partner with Working Wardrobes to provide career building workshops for students during Career Success Week. Create and implement one week-long Career Success Week Junior targeting middle school students. This action also includes ACCESS student participation in the annual one-day community college Career Forum. Funding costs: materials, transportation, sub teachers, printing costs, and food.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000 (\$7,000: Career Success Week; \$5,000: Career Forum)	\$16,750 (\$10,000: Career Success Week; \$5,000: Career Forum; \$1,000: Working Wardrobes; \$750: Career Success Week Junior)	\$17,000 (\$10,000: Career Success Week; \$5,000: Career Forum; \$1,000: Working Wardrobes; \$1,000: Career Success Week Junior)
Source	LCFF	LCFF and Title I	LCFF and Title I

Year	2017-18	2018-19	2019-20
Budget Reference	\$6,000: Books & Supplies, 4000-4999 \$6,000: Services/Other Operating Expenses, 5000-5999	LCFF: \$15,750 (\$6,000: Books & Supplies, 4000-4999; \$9,750: Services/Other Operating Expenses, 5000-5999)  Title I: \$1,000 (Services/Other Operating Expenses, 5000-5999)	LCFF: \$16,000 (\$6,000: Books & Supplies, 4000-4999; \$10,000: Services/Other Operating Expenses, 5000-5999)  Title I: \$1,000 (Services/Other Operating Expenses, 5000-5999)

**Action B.2-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Unchanged**

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to increase partnerships with community stakeholders with an emphasis on collaborating with the community colleges through campus tours, including transportation costs.

Select from New, Modified, or Unchanged for 2018-19

Continue to increase partnerships with community stakeholders with an emphasis on collaborating with community colleges and universities through campus tours and field trips to local county-operated libraries. Costs include transportation, printing, general supplies, and refreshments.

Select from New, Modified, or Unchanged for 2019-20

Continue to increase partnerships with community stakeholders with an emphasis on collaborating with community colleges and universities through campus tours and field trips to local county-operated libraries. Costs include transportation, printing, general supplies, and refreshments.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000 (Transportation Costs)	\$5,000	\$5,200
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$500: Books & Supplies, 4000-4999; \$4,500: Services/Other Operating Expenses, 5000-5999	\$700: Books & Supplies, 4000-4999; \$4,500: Services/Other Operating Expenses, 5000-5999

**Action B.2-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to expand partnerships with community organizations to assist with providing students food, clothing, shoes, and basic school supplies. Provide ACCESS homeless families with essential personal items when needed.		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000		
Source	LCFF		
Budget Reference	Books & Supplies, 4000-4999		

**Action B.2-9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<b>English Learners, Foster Youth, Low Income</b>	<b>Schoolwide</b>	<b>Specific Schools: ACCESS-wide</b>
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.	Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.	

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Cost of Trainings)	\$3,000	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

**Action B.2-10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to update and provide on the OCDE website the OCDE Transition Resource Directory to identify and expand services for students with severe disabilities. Distribute Directory to parents, partners, and Special Education Division sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	NA		
Budget Reference	NA		

**Action B.2-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to explore adult day program options for students with the most significant disabilities prior to program completion.	The current number of adult day program options is 45. The program will continue to explore 11 additional adult day program options for students with the most significant disabilities prior to program completion.	The current number of adult day program options is 48. The program will continue to explore additional adult day program options for students with the most significant disabilities prior to program completion.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	NA	NA	NA
Budget Reference	NA	NA	NA



**Action B.2-12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)




**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20




2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services




**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	NA		
Budget Reference	NA		

**Action B.2-13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students.

Continue to support a positive school climate through opportunities for staff development and trainings focused on diversity, acceptance, and respectful relationships among all staff and students. Track the number of staff members who attend mindfulness workshops, and gather feedback from participants regarding the impact to school climate. Explore opportunities for instructional staff and administrators to attend California Teachers Association trainings related to diversity.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Cost of Trainings)	\$1,000	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	

**Action B.2-14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Update Special Schools Adult Transition brochure and post it on the OCDE website under the Special Education Division tab.	Update Special Education Division Adult Transition brochure prior to the beginning of each school year and post it on the OCDE website under the Special Schools tab.	Continue to update Division of Special Education Services Adult Transition brochure prior to the beginning of each school year and post it on the OCDE website under the Special Schools tab. This Transition brochure is printed and provided to district partners and parents when they visit the school sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	Special Education Division Funds	Special Education Division Funds	Division of Special Education Services Funds
Budget Reference	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999	Classified Salaries: 2000-2999 Employee Benefits: 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal B.3

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.3: Maintain facilities and school sites in good repair utilizing existing monthly Site Safety Reports, Facility Inspect Tool (FIT), and School Accountability Report Card (SARC) data to identify areas of deficiency and to ensure a safe environment conducive to learning.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 3-Parental Involvement; 6-School Climate

#### Identified Need:

Maintain a safe environment for students and staff to create a positive school climate and a welcoming environment to parents/guardians and stakeholders.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Safety Report – Facility Status.	100% completed monthly	Maintain	Maintain	Maintain
Facility Inspection Tool (See Appendix F for details).	September 2016: 6 of 8 categories marked “Good.” December 2016: 8 of 8 categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good.”	Maintain a minimum of 6 of 8 categories marked “Good” at initial inspection; within three months, all categories marked “Good.”
Survey Results from Parents, Students, Staff	Feel Safe at School: Parents: 95.4% Yes Students: 92.0% Yes	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
regarding Site Safety.	Staff: 87.8% Yes			
Survey Results from Students and Staff regarding Site Conditions.	School Clean / Good Repair: Students: 89.6% Yes Staff: 87.8% Yes	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.	Increase by 1% from prior year for all groups.
Percentage of schools with a "good" rating for site safety as indicated on the SARC.	100%	Maintain	Maintain	Maintain

**Action B.3-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.

Select from New, Modified, or Unchanged for 2018-19

Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.

Select from New, Modified, or Unchanged for 2019-20

Complete facility repairs within two weeks of a work order being submitted. Continue the process of completing monthly school safety reports to ensure all school sites are in good repair.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$25,000	\$35,000
Source	LCFF	LCFF	LCFF
Budget Reference	\$8,500: Books & Supplies, 4000-4999 \$1,500: Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action B.3-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Empty input boxes for the 'Students to be Served', 'Scope of Services', and 'Location(s)' fields.

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
By March 2018, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.	In March of each school year, survey teaching staff, non-instructional staff, parents, and students to determine satisfaction index regarding school climate, safety, and the condition of the facility.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Goal A.2 Surveys)	Cost Included in A.2-1	
Source	NA	NA	
Budget Reference	NA	NA	

**Action B.3-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent.	Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent in the Annual Update Section of the LCAP document.	Continue to update the Deferred Maintenance Schedule of site upgrades and inform staff, students, and parents/guardians of upcoming site improvements. Track Deferred Maintenance expenditures and report the dollars spent in the Annual Update Section of the LCAP document.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$150,000	\$220,000
Source	Deferred Maintenance Fund	Deferred Maintenance Fund	Deferred Maintenance Fund
Budget Reference	Services/Other Operating Expenses, 5000-5999	\$25,000 Services/Other Operating Expenses, 5000-5999 \$125,000: Capital Outlay, 6000-6999	\$83,000: Services/Other Operating Expenses, 5000-5999 \$137,000: Capital Outlay, 6000-6999

**Action B.3-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Develop an action and service for 2018-19 to address school site safety.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Enhance school site safety by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, installing locking mechanisms on doors, and hiring three School Safety Personnel.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Continue to enhance school site safety, as needed, by purchasing and installing safety equipment as recommended. Hire three School Safety Personnel.  
  
The ACCESS Safety Committee will continue to meet on a monthly basis to discuss key safety issues impacting a positive school climate, and provide training opportunities as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$597,115	\$432,115
Source	NA	LCFF	LCFF
Budget Reference	NA	\$65,000: Books & Supplies, 4000-4999; \$532,115: Services/Other Operating Expenses, 5000-5999	\$65,000: Books & Supplies, 4000-4999 \$367,115: Services/Other Operating Expenses, 5000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal B.4

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.4: Collaborate with all school districts to coordinate a countywide Expulsion Plan to serve expelled youth.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate  
Local Priorities: 9-Coordination of Instruction of Expelled Pupils

#### Identified Need:

Continue collaboration with districts in order to effectively serve expelled youth.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Status of tri-annual Expulsion Plan.	Approved plan submitted June 2015.	Complete plan for Board approval by June 2018.	Begin collaboration regarding identified gaps in service.	Continue collaboration and planning for tri-annual plan due June 2021.
Number of mandatory expelled students referred to ACCESS.	2015-16: 236 expelled students referred.	Continue to track number of expelled students referred. As of April 2018: 203 expelled students referred.	Continue to track number of expelled students referred.	Continue to track number of expelled students referred.
Percentage of expelled students returned to district.	2015-16: 50% return rate.	Increase by 2% from previous year.	Increase by 1% from previous year.	Increase by 1% from previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		As of April 2018, 22% return rate.		

**Action B.4-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create an updated countywide Expulsion Plan based on feedback and input from CWA Directors and obtain Orange County Board of Education approval of the updated Plan by June 30, 2018.

Collaborate with the CWA Directors to address the gaps and service needs identified in the approved countywide Expulsion Plan.

Collaborate with the CWA Directors regarding expelled youth to discuss best practices, provide ongoing technical assistance, meet the Education Code requirements for expelled youth, and discuss how to support student mental health needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Part of Staff Duties)	No Cost (Part of Staff Duties)	No Cost (Part of Staff Duties)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

**Action B.4-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Meet with the Coordinator of CWA Counseling Services to strategize and develop a method for increased utilization of the student referral and transition forms by Districts and ACCESS staff.

Select from New, Modified, or Unchanged for 2018-19

At quarterly CWA meetings, address the proper utilization of student referral and transition forms by District and ACCESS staff to effectively support expelled students entering ACCESS and/or returning to District.

Select from New, Modified, or Unchanged for 2019-20

At a quarterly CWA meeting, address the utilization of student referral and transition forms. Utilize all Area staff development meetings to have ACCESS staff become more familiar with these forms. To increase the ease of use, these forms will become .pdf-fillable.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal B.5

Increase parent and stakeholder engagement as well as collaboration to support student learning.

**Goal B.5: Systemize the coordination and facilitation of services for foster youth with schools, districts, and agencies to ensure appropriate academic and student support services by utilizing cross-system collaboration among stakeholders and a countywide integrated database.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 8-Pupil Outcomes  
Local Priorities: 10-Coordination of Services for Foster Youth

#### Identified Need:

Based on input from district foster youth liaisons, Orange County Social Services Agency, and ACCESS staff, foster youth and other stakeholders, there is a need for increased coordination and cross-system collaboration with community partners to provide coordinated services for foster youth, which will improve school stability and academic outcomes.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
County Foster Youth Cohort Graduation Rate (DataQuest)	2014-15, 59.1% of foster youth graduated in the cohort.	2015-16, 59.8% of foster youth graduated in the cohort.	Increase cohort graduation rate by 5%.	Increase cohort graduation rate by 5%.
Increase School Stability for Foster Youth (Local Data from CWS/CMS)	1.2 average school changes per foster youth student during the 2016-17 school year for youth under the jurisdiction of the Orange County Juvenile Court.	1.1 average school changes per foster youth student during the 2017-18 school year for youth under the jurisdiction of the	Maintain or improve this average and/or utilize CDE data points when they become available.	Maintain or improve this average and/or utilize CDE data points when they become available.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Orange County Juvenile Court.		
Increase communication with school districts to improve coordination of services and build capacity to serve foster youth.	In 2016-17, five meetings for foster youth district liaisons were held on September 16 and November 18, 2016, and January 20, March 3, and May 19, 2017.	In 2017-18, four meetings for foster youth district liaisons were held on September 15 and November 3, 2017, and January 19 and March 2, 2018, and one additional meeting is anticipated to be held on May 18, 2018.	Foster Youth Services will maintain and incorporate a satisfaction survey to measure increased communication and coordination of services.	Maintain and incorporate a survey to measure increased communication and coordination of services. Continue to hold four meetings for foster youth district liaisons.

**Action B.5-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<b>Foster Youth</b>	<b>Countywide</b>	<b>All Schools</b>
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Complete one Education Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools (850 unduplicated EPRs). This EPR is shared with county case carrying social worker/probation officer to be included in reports to the court.	Complete one Education Progress Report (EPR) for 85% of Orange County dependent and delinquent foster youth in out-of-home care attending Orange County schools. This EPR is shared with county case carrying social worker/probation officer to be included in reports to the court. The Education Summary Report from the Orange County Integrated Foster Youth Education Database (OCIFYED) will be piloted in 2018-19 to potentially replace the EPR.	Complete one Education Progress Report (EPR) or Education Summary Report (ESR) for 85% of Orange County dependents and delinquent foster youth in out-of-home care attending Orange County schools. This EPR/ESR is shared with county case carrying social worker/probation officer to be included in reports to the court.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	Foster Youth Services Coordinating Program Grant	Foster Youth Services Coordinating Program Grant	Foster Youth Services Coordinating Program Grant
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999

**Action B.5-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Foster Youth**

**Countywide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Modified**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Complete development of the Orange County Integrated Foster Youth Education Database (OCIFYED) and train stakeholders on how to utilize it for foster youth. The database is anticipated to be launched by the end of May or June 2018. The database will be used to increase coordination of services for foster youth and track data/outcomes to be used for program planning by local school districts.

Begin implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and track data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.

Full implementation of the OCIFYED database throughout Orange County schools to increase coordination of services for foster youth and begin to test the tracking of data/outcomes to be used for program planning by the school districts in order to improve academic outcomes for foster youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Cost was in the 2015-16 LCAP)	No Cost (Cost was in the 2015-16 LCAP)	No Cost (Cost was in the 2015-16 LCAP)
Source	LCFF funds used in 2015-16	LCFF funds used in 2015-16	LCFF funds used in 2015-16

Year	2017-18	2018-19	2019-20
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action B.5-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Foster Youth**

**ACCESS-wide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to maintain funding for Foster Youth Educational Liaison and Coordinator to serve as a Foster Youth District Liaison, and 20% of Manager of Foster Youth Services for ACCESS foster youth students, to systematically monitor and improve foster youth academic outcomes.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue to maintain funding for Foster Youth Educational Liaison. Increase funding for the Foster Youth Services Manager's salary from 20% to 100%. These positions support foster youth and Student Services to systematically monitor foster youth and other vulnerable populations, so they will improve their academic outcomes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$280,585	\$290,984 (Cost Included in C.3-1)	\$308,895
Source	LCFF	LCFF	LCFF
Budget Reference	\$138,022: Certificated Salaries, 1000-1999 \$68,492: Classified Salaries, 2000-2999 \$74,071: Employee Benefits, 3000-3999	\$139,585: Certificated Salaries, 1000-1999 \$71,563: Classified Salaries, 2000-2999 \$79,836: Employee Benefits, 3000-3999	\$156,433: Certificated Salaries, 1000-1999 \$74,068: Classified Salaries, 2000-2999 \$78,394: Employee Benefits, 3000-3999

**Action B.5-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Foster Youth**

**Countywide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Unchanged**

**Unchanged**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Continue to respond to Juvenile Court requests in a timely manner and support the coordination of communication and educational services for foster youth between the court, schools, and child welfare or probation.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	LCFF		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

**Action B.5-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Foster Youth**

**ACCESS-wide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide three "Train the Trainer" for the Trauma Informed Educator video series for ACCESS staff and school districts to develop trauma informed practices along with individualized consultation services.	Provide Trauma Informed Educator training to selected ACCESS staff. Staff will continue to be trained to implement practices to support the social-emotional needs of foster youth throughout the ACCESS Program.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,000	No Cost (Included in Staff Duties)	
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

**Action B.5-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<b>Foster Youth</b>	<b>ACCESS-wide</b>	<b>All Schools</b>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.	Continue funding to support the Every Student Succeeds Act transportation requirement for foster youth in order to maintain appropriate school placement.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,000	
Source	LCFF	LCFF	
Budget Reference	\$5,000: Books & Supplies, 4000-4999 (Bus Passes) \$15,000: Services/Other Operating Expenses, 5000-5999 (Transportation)	\$5,000: Books & Supplies, 4000-4999 (Bus Passes) \$5,000: Services/Other Operating Expenses, 5000-5999 (Transportation)	

**Action B.5-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<b>Foster Youth</b>	<b>ACCESS-wide</b>	<b>All Schools</b>
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate.	Continue to coordinate with ACCESS staff and foster youth stakeholders to create and implement Educational Plans to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 70% completion rate. The Education Summary Report, which will be generated by the integrated database, will be piloted in the 2018-2019 school year.	Collaborate with ACCESS staff to utilize Education Summary Reports generated by the integrated database to ensure foster youth are provided access to rigorous curriculum and meaningful opportunities to become college and career ready, and assist students to transition to post-secondary education/career training programs for students who have been enrolled in the program for 30 days or more, with a 75% completion rate. The Action Plan part of the summary report will be developed with the foster youth's team.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	No Cost (Included in Staff Duties)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999



(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal C.1

Increase student competencies that prepare them for success in college, career, and life.

**Goal C.1: Provide professional development for certificated and classified staff to implement California State Standards and California ELD Standards that results in instruction and assignments that integrate 21st Century skills of critical thinking/problem-solving, creativity, communication, collaboration, and character development, while maintaining appropriately assigned teachers and sufficient standards-aligned instructional materials.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 7-Course Access; 8-Pupil Outcomes

### Identified Need:

Staff training, curriculum development, current and standards-aligned instructional materials, and additional support services are needed to allow students to become college, career, and life-ready.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Participation Rate (Statewide assessment data is not a reliable indicator based on the high mobility rate and lack of motivation of our students. AP exams	Community Schools: 33.5% Juvenile Court Schools: 57.5% OCCS CHEP/PCHS: 53%	Community Schools: 74% Juvenile Court Schools: 66% OCCS CHEP/PCHS: 58%	Community Schools: 76% Juvenile Court Schools: 68% OCCS CHEP/PCHS: 60%	Community Schools: 78% Juvenile Court Schools: 75% OCCS CHEP/PCHS: 60%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and EAP tests are not provided.)				
CELDT Data / English Language Proficiency Assessments for California (ELPAC).	62% of EL students advanced one level on CELDT.	ELPAC annual testing begins in spring 2018; new baseline to be determined upon receipt of ELPAC test results.	Increase by 1% from the baseline established from the 2017-18 data.	Due to the State re-configuring scoring criteria, a baseline cannot be established until 2019-20.
Reclassification Rate for EL Students.	6.1% (based upon CELDT scores).	No students were reclassified due to no ELPAC test results being available during 2017-18.	Establish new baseline as determined by 2017-18 ELPAC results.	Increase by 10 reclassified students from the new baseline of 5 students.
Graduation Rate for Students with 160 credits by June 2017.	84.76% (2015-16)	Increase by .25% from prior year. 85.12% (2016-17) - the graduation rate increased by .35%.	Increase by .25% from prior year.	Increase by .25% from prior year.
HQT Status of Teachers	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18.	This metric will be updated based on the new requirement from the CDE.	While monitoring the HQT status of teachers is no longer a requirement, our Human Resources Department continues to ensure that teachers are appropriately assigned, and we have zero teacher misassignments.
All students have access to the required subjects for graduation and a broad course of study, including CTE, ROP, and various electives that are career and interest specific.	100%	Maintain	Maintain	Maintain

**Action C.1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to conduct trainings for instructional staff to help with implementation of California State Standards and 21st Century skills.

Continue to provide refresher trainings for instructional staff regarding the newly adopted curriculum to support the improved implementation of California State Standards and 21st Century skills.

Continue to provide refresher trainings for instructional staff regarding the newly adopted curriculum to support the improved implementation of California State Standards and 21st Century skills.

Provide professional growth opportunities for staff to attend conferences and trainings to further support students in the acquisition of 21<sup>st</sup> Century skills.

Provide professional growth opportunities for staff to attend conferences and trainings to further support students in the acquisition of 21<sup>st</sup> Century skills.

Support teachers in the effective implementation of Professional Learning Communities (PLC) through trainings, workshops, and on-site PLC development.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,424	\$20,000	\$20,000
Source	LCFF, Educator Effectiveness Grant, Flex Grant (1813)	LCFF	LCFF
Budget Reference	LCFF: \$242 Educator Effectiveness Grant: \$1,377 Flex Grant Funds (1813): \$6,805 (Services/Other Operating Expenses, 5000-5999)	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action C.1-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Human Resources will monitor teacher assignments to ensure all teachers are appropriately placed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in duties provided by Human Resources).		
Source	NA		
Budget Reference	NA		

**Action C.1-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on PBL in the curricular areas of Social Science, English Language Arts (ELA), Math, and Science for ACCESS. Provide techniques for using technology in the classroom. Continue to create and share hands-on learning activities for Special Education Division teachers.

Select from New, Modified, or Unchanged for 2018-19

Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on student projects, real-world applications, and student demonstration of learning in the curricular areas of Social Science, English Language Arts (ELA), Math, and Science for ACCESS. Provide techniques and strategies to more effectively use technology in the classroom.

Select from New, Modified, or Unchanged for 2019-20

Continue to develop, communicate, and schedule staff workshops, meetings, and events that focus on student projects, real-world applications, and student demonstration of learning in the curricular areas of Social Science, English Language Arts (ELA), ELD, Math, and Science for ACCESS. Provide techniques and strategies to more effectively use technology in the classroom. Provide funding for supplies and refreshments when appropriate.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,596 (Cost included in Goal C.3-1)	\$2,500	\$5,000
Source	LCFF and Special Education Division Funds	LCFF	LCFF
Budget Reference	\$1,356: ACCESS Sub. Teacher Costs \$4,304: Special Education Division Sub. Teacher Costs (Certificated Salaries: 1000-1999)  \$240: ACCESS Employee Benefits \$696: Special Education Division Employee Benefits (Employee Benefits: 3000-3999)	Services/Other Operating Expenses, 5000-5999	\$1,000: Books & Supplies, 4000-4999; \$4,000: Services/ Other Operating Expenses, 5000-5999

**Action C.1-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue offering tutoring for identified students.

Continue offering tutoring for identified students.

Continue offering generalized tutoring for identified students. Continue funding the two specialized Academic Support Assistants. Hire 9 additional specialized Academic Support Assistants to focus on mathematics.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$143,651	\$215,904	\$334,533
Source	LCFF and Title I Funds	LCFF and Title I Funds	LCFF, Title I Funds, Low Performing Student Block Grant

Year	2017-18	2018-19	2019-20
Budget Reference	<p>LCFF: \$44,981 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999; Costs included in Goal C.3-3)</p> <p>Title I: \$98,671 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999)</p>	<p>LCFF: \$54,048 \$50,000: Classified Salaries, 2000-2999 \$4,048: Employee Benefits, 3000-3999 (Costs included in Goal C.3-3)</p> <p>Title I: \$161,856 \$150,000: Classified Salaries, 2000-2999 \$11,856: Employee Benefits, 3000-3999</p>	<p>LCFF: \$59,235 \$50,000: Classified Salaries, 2000-2999 \$9,235: Employee Benefits, 3000-3999</p> <p>Title I: \$139,030 \$125,000: Classified Salaries, 2000-2999 \$14,030: Employee Benefits, 3000-3999</p> <p>Low Performing Student Block Grant: \$136,268 \$110,000: Classified Salaries, 2000-2999 \$26,268: Employee Benefits, 3000-3999</p> <p>(Costs included in Goal C.3-3)</p>

**Action C.1-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners**

**Schoolwide**

**Specific Schools: ACCESS-wide**



## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue current ELDA model in AUs 101,103, 104, 110, 114, and 116 to support language acquisition of ELs with Levels 1 and 2. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.	Continue ELDA model to support language acquisition of ELs with Levels 1 and 2 in the Community and Juvenile Court Schools. Continue to write designated ELD curriculum for Long-Term ELs every two months; continue to provide demonstrations and training on the curriculum as needed.	Continue funding Title III ASA model to support language acquisition of ELs in the Community and Juvenile Court Schools. Continue to provide funding for staff to write designated ELD curriculum for Long-Term ELs every two months, and provide demonstrations and training on the curriculum as needed. The funding for staff includes 90% of the Manager of EL Services, and 90% of the Program Specialist of EL Services.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$124,061	\$230,811	\$324,423
Source	LCFF and EL Services Budget	LCFF	LCFF and Title III Funds
Budget Reference	LCFF: \$123,661 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999) EL Services Budget: \$400 (Classified Salaries, 2000-2999; Employee Benefits, 3000-3999)	\$210,659: Classified Salaries, 2000-2999; \$20,152: Employee Benefits, 3000-3999	LCFF: \$291,981 \$209,034: Certificated Salaries, 1000-1999; \$82,947: Employee Benefits, 3000-3999  Title III Funds: \$32,442 \$23,226: Certificated Salaries, 1000-1999 \$9,216: Employee Benefits, 3000-3999  (Salary/Benefits for 15 ASAs included in C.3-3.)

**Action C.1-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to revise course agreements to identify resources for increased rigor of assignments that reflect California State Standards. The revised course agreements will provide greater clarity by specifying content area to be covered in the course, as well as identifying the amount of student work required to earn semester credit.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)		
Source	NA		

Year	2017-18	2018-19	2019-20
Budget Reference	NA		

**Action C.1-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
Specific Schools: ACCESS-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Using the observation tool, administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of newly adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tools, continue to share best practices among staff and provide peer-to-peer coaching opportunities.

Select from New, Modified, or Unchanged for 2018-19

Using the observation tool, administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of newly adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tool, continue to share best practices among staff, provide peer-to-peer coaching opportunities, and provide additional curriculum implementation training.

Select from New, Modified, or Unchanged for 2019-20

The observation tool will be updated to include an electronic form to provide greater ease of use and allow for immediate communication to teachers via email. Administrators will continue to assess the fidelity of teachers implementing California State Standards, implementation of adopted curriculum and the effective use of instructional technology in their lessons. Based on data collected from the observation tool, continue to share best practices among staff, provide peer-to-peer coaching opportunities, and provide additional curriculum implementation training.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Administrator Salaries and Duties)	No Cost (Included in Administrator Duties)	No Cost (Included in Administrator Duties)
Source	NA	NA	NA
Budget Reference	NA	NA	NA

### Action C.1-8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to purchase the software license for EADMS, a program to track EL academic data. Train additional certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to purchase the software license for EADMS. Provide refresher training to certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students. Expand the usage of EADMS to include benchmark assessments to measure academic growth.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue to purchase the software license for EADMS. Provide refresher training to certificated and classified staff on the use of this data management system to monitor ELs and R-FEP students. Expand the usage of EADMS.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$16,279	\$12,565	\$12,565
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action C.1-9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Modified**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue training, as needed, for curriculum materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Expand the selected piloted Science materials to additional teachers to reach a consensus on a recommendation of materials for purchase and implementation in 2018-19 school year.

Provide ongoing training and purchase of instructional materials for ELA, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Continue to research NGSS Science materials for piloting in the 2018-19 school year.

Provide ongoing training and purchase of instructional materials for ELA, ELD, Social Science, Science, and Math to ensure effective implementation and usage of resources and materials across ACCESS. Purchase and implement the NGSS Science materials for the 2019-20 school year. Fund stipends for Core Curriculum Leads to support and train teachers in the effective implementation of core curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$75,000	\$445,000 (LCFF: \$25,000; Title II Funds: \$45,000; One-Time Funds: \$375,000)
Source	LCFF	LCFF	LCFF, Title II, and One-Time Funds
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	Certificated Salaries, 1000-1999 (Stipends) Books & Supplies, 4000-4999

**Action C.1-10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Modified**

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per quarter. Continue to provide updated examples on the ACCESS Resource website of PBL assignments that teachers can incorporate into the core content areas.

Select from New, Modified, or Unchanged for 2018-19

Expand teacher use of TOSA-designed PBL assignments in the classroom with the goal of two PBL assignments per semester. Continue to provide updated examples on the ACCESS Ed.Tech. Resource website and TOSA-created websites for PBL assignments that teachers can incorporate into the core content areas.

Select from New, Modified, or Unchanged for 2019-20

This action/service is deleted, as the Ed.Tech. Resource website is part of action/service A.2-4, and the academic focus will be TOSA-created web pages.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500 (Materials and supplies for PBL Assignments)	\$1,000 (Materials and supplies for PBL Assignments)	No Cost
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	

### Action C.1-11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide funding for MakerSpace lab materials and evaluate the effectiveness of the labs in AUs 108 and 114, based upon appropriate utilization and sustainable cost. Expand to one additional AU if deemed successful upon data collection.	Provide funding for MakerSpace lab materials and establish MakerSpace labs at designated school sites.	Continue funding MakerSpace lab materials and expand to additional administrative Areas.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,385	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999

**Action C.1-12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to incorporate writing strategies into professional development through partnership with OCDE Instructional Services by providing training to certificated and classified staff that supports current ELA initiatives.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Partner with OCDE Instructional Services to provide workshops that incorporate instructional strategies and practices to certificated and classified staff to improve student writing. Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives. Research workshop opportunities and provide funding for staff to participate in the UCI Writing Project. The EL Services Team will continue to partner with OCDE's Division of Educational Services to provide focused training on EL strategies.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,375	\$24,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Costs, 5000-5999	Services/Other Operating Costs, 5000-5999	Services/Other Operating Costs, 5000-5999

**Action C.1-13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Modified**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students.

Continue to create, revise, post, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students. Conduct Title III classroom visits with administrators to monitor and evaluate the effective implementation and practices of ELD materials.

Continue to create, revise, post, and implement designated ELD using MELD and other appropriate resources. Implement integrated ELD using Constructing Meaning lesson-planning principles, materials, and use of data to better support ELs and Long-Term EL students. Conduct Title III classroom visits two times each year with administrators, directors, ELD Leads, and OCDE staff to monitor and evaluate the effective implementation and practices of ELD materials. The EL Services Team will continue to review and update the EL Services website.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$2,500	No Cost (Included in Staff Duties)
Source	LCFF and Title III Funds	LCFF	NA
Budget Reference	\$5,000 (Title III Funds) \$5,000: Books & Supplies, 4000-4999; Supplemental and Concentration Grants \$3,000: Printing Costs, Services/Other Operating Expenses, 5000-5999	Books & Supplies, 4000-4999	NA

**Action C.1-14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to provide staff development and collaborative dialogue with staff in all AUs on the implementation of designated and integrated ELD. The EL TOSA will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.

Select from New, Modified, or Unchanged for 2018-19

Continue to provide staff development and collaborative dialogue with staff in all Areas on the implementation of designated and integrated ELD. The EL Manager and Program Specialist will meet with principals to design a staff development plan that addresses the needs of ELs in their respective AU.

Select from New, Modified, or Unchanged for 2019-20

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	No Cost (Included in Staff Duties)	
Source	LCFF	LCFF	
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

**Action C.1-15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research an assessment program to monitor student academic growth.	Purchase iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time.	Continue funding iReady, an online assessment program, to assess students upon entry and to monitor academic progress over time. Provide refresher trainings as needed. To enhance the literacy support for students, licenses for Max Scholar and Lexia Core 5 will be purchased.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$81,468	\$71,796
Source	NA	LCFF	LCFF
Budget Reference	NA	Books & Supplies, 4000-4999	\$64,596 (iReady); \$4,000 (Max Scholar); \$3,200 (Lexia Core 5) Books & Supplies, 4000-4999

**Action C.1-16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income****Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide****Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**New**

2017-18 Actions/Services

Research hiring a reading specialist and a paraeducator to support students to increase their reading and literacy skills.

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Hire one reading specialist and one paraeducator to support students to increase their reading and literacy skills.

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Continue funding one reading specialist and one paraeducator to support students to increase their reading and literacy skills.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	\$237,746	\$223,384
Source	NA	LCFF	LCFF
Budget Reference	NA	\$100,880: Certificated Salaries, 1000-1999 \$44,815: Classified Salaries, 2000-2999 (Cost Included in C.3-3) \$92,051: Employee Benefits, 3000-3999	\$108,696: Certificated Salaries, 1000-1999 \$37,642: Classified Salaries, 2000-2999 (Cost Included in C.3-3) \$77,046: Employee Benefits, 3000-3999

**Action C.1-17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**New**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The Title III Program will contract with a trainer to provide professional development to administrators and ELD Leads in the area of EL Shadowing in an effort to improve the reclassification rate and ELPAC scores.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$2,000
Source			Title III Funds
Budget Reference			Services/Other Operating Expenses, 5000-5999



(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal C.2

Students will increase competencies that prepare them for success in college, career, and life.

**Goal C.2: Students with special needs will increase competencies that prepare them for success in college, career, and life, evidenced by meeting IEP goals and successfully transitioning into adult programs. Through specialized professional development for certificated and classified staff, trainings are focused on behavioral management, goals, and supports to assist students to become independent and life-ready.**

### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access; 8-Pupil Outcomes

### Identified Need:

Specialized staff trainings and improved behavioral management techniques are needed to allow students to become independent and life-ready, as determined by administrator, staff, and parent input during meetings, feedback from surveys, successful student transitions, and goals met in the IEP.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of D/HH students transitioning to college, career, or adult transition.	95%	Maintain	Maintain	Maintain
Number of staff developments and trainings provided to staff targeting	27 trainings offered during 2016-17.	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Division of Special Education Services initiatives of California state standards, ELD standards, behavioral management, and assessments.				
The percentage of teachers who are effectively implementing California State Standards instructions through the use of ULS.	This is a new metric added for 2018-19. The baseline percentage is the usage rate for 2017-18 indicated below.	100% effective staff utilization.	Maintain	Maintain
The percentage of overall behavioral annual goals met in the student's IEP.	79% of behavioral goals met.	Increase the percentage by 1% annually. The data as of May 2018 indicates that 63% of overall IEP behavioral goals were met. The target of 80% was not met. The administrative team will strategize methods for increasing the success rate on behavior goals for students.	Increase the percentage by 1% annually.	This metric will be changed from behavioral goals to social-emotional goals, as this is a better indicator of student progress.  New metric is indicated below and this metric will not continue.
The percentage of overall social-emotional goals met in the student's IEP.				The baseline of 82% of social-emotional goals met at substantial progress level or higher was established in 2018-19.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Increase the percentage by 1% annually.
Percentage of overall IEP goals met at substantial progress or better.	80%	82% of overall IEP goals were met at substantial progress or better.	Maintain	New metric is indicated below and this metric will not continue.
Percentage of overall IEP goals met for ELA and Math.	Establish baseline in 2019-20.			Baseline to be established.
Number of students with the most significant disabilities placed in adult programs at age 22.	Establish baseline in 2017-18.	Students are not placed into adult transition programs until the program ends on June 20, 2018. The number of students placed will become the baseline in 2018-19, and will be reported in next year's Annual Update.	A new baseline to be established.	A new baseline of 12 students (68%) was established in 2018-19.  Maintain a placement rate of 68% or higher for students with the most significant disabilities placed into adult programs at age 22.
Percentage of eligible students (Grades 9-12) receiving Certificates of Participation for completing 50 hours of Career Technical Education experience lessons.	Establish baseline in 2019-20.			Baseline to be established.

**Action C.2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.		
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Duties)		
Source	Special Education Division Funds		
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999		

**Action C.2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide annual professional development for certificated and classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.

Continue to provide annual professional development for certificated and selected classified staff on California State Standards and California ELD standards implementation for students with the most significant disabilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Included in Staff Salaries)	No Cost (Included in Staff Duties)	
Source	Special Education Division Funds	Special Education Division Funds	
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

**Action C.2-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
**Students with Disabilities**

**Location(s):**  
**Specific Schools: Special Education Division-wide**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide specialized training for Special Education Division certificated and classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.	Continue to provide specialized training for Special Education Division certificated and selected classified staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide. Additional trainings will include ideas for hands-on activities to better engage students with disabilities in their learning.	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Cost included in Goal A.2-8)	Cost Included in A.2-7	
Source	Special Education Division Funds	Special Education Division Funds	

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	

**Action C.2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide in-service training for BASIC for all new teachers and paraeducators as well as staff recommended for retraining by site administrators.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,851 (\$10,051 included in C.3-1 and C.3-3)		
Source	Special Education Division Funds		

Year	2017-18	2018-19	2019-20
Budget Reference	\$5,418: Certificated Salaries, 1000-1999 \$3,375: Classified Salaries, 2000-2999 \$1,258: Employee Benefits, 3000-3999 \$800: Services/Other Operating Expenses, 5000-5999		

**Action C.2-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



Research and explore a science curriculum geared toward students with the most significant disabilities aligned to NGSS.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			No Cost (Included in Staff Duties and A.2-7).
Source			NA
Budget Reference			NA

**Action C.2-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
Students with Disabilities

**Location(s):**  
Specific Schools: Special Education Division-wide

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Implement Career Technical Education curriculum modules and experiential lab materials to support Career Pathways for students with the most significant disabilities.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			No Cost due to expenditures made during 2018-19.
Source			NA
Budget Reference			NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal C.3

Students will increase competencies that prepare them for success in college, career, and life.

**Goal C.3: Retain highly-qualified staff in the following classifications: certificated staff, certificated support staff, and classroom and individual support staff to provide effective and targeted instruction, provide student support services within special schools and alternative settings, as well as assist students with academic achievement.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services; 2-Implementation of State Standards; 4-Pupil Achievement; 5-Pupil Engagement; 6-School Climate; 7-Course Access

#### Identified Need:

Students who are prepared to be college, career, and life ready require highly-qualified staff that provide engaging and effective academic and support services.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of appropriately assigned staff.	100%	Maintain	Maintain	Maintain
HQT Status of Teachers.	95%	ESSA has eliminated the HQT status requirement; no data reported for 2017-18.	This metric will be updated based on the new requirement from the CDE.	Metric will be updated pending new requirement.

**Action C.3-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
All Students

**Location(s):**  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)




**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue annual staff development training for newly hired certificated and classified staff in strategies for special education/EL students.

Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.

Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools and ensure ongoing professional development is provided to support student achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$51,529,538 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)	\$42,762,528 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)	\$41,695,736 (All certificated salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	All Sources

Year	2017-18	2018-19	2019-20
Budget Reference	\$38,633,865: Certificated Salaries, 1000-1999 \$12,895,673: Employee Benefits, 3000-3999	\$30,698,029: Certificated Salaries, 1000-1999 \$12,064,499: Employee Benefits, 3000-3999	\$30,843,055: Certificated Salaries, 1000-1999 \$10,852,681: Employee Benefits, 3000-3999

**Action C.3-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**LEA-wide**

**All Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to ensure high-quality academic and clinical support services for all students.

Continue to ensure high-quality academic and clinical support services for all students.

Continue to ensure high-quality academic and clinical support services for all students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,301,293 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)	\$4,238,210 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)	\$4,184,768 (All academic and clinical support salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	All Sources
Budget Reference	\$3,123,061: Certificated Salaries, 1000-1999 \$1,178,232: Employee Benefits, 3000-3999	\$3,021,907: Certificated Salaries, 1000-1999 \$1,216,303: Employee Benefits, 3000-3999	\$2,934,335: Certificated Salaries, 1000-1999 \$1,250,433: Employee Benefits, 3000-3999

### Action C.3-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**LEA-wide**

**All Schools**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

Select from New, Modified, or Unchanged for 2018-19

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

Select from New, Modified, or Unchanged for 2019-20

Continue to provide classroom and individual instructional support to assist students to achieve academic success.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,023,175 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)	\$20,036,904 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)	\$20,948,500 (All classroom and instructional support salaries are included in this total amount and have been noted in the applicable action/service.)
Source	LCFF	LCFF	All Sources
Budget Reference	\$13,347,734: Classified Salaries, 2000-2999 \$6,675,441, Employee Benefits, 3000-3999	\$13,110,069: Classified Salaries, 2000-2999 \$6,926,835: Employee Benefits, 3000-3999	\$13,522,483: Classified Salaries, 2000-2999 \$7,426,017: Employee Benefits, 3000-3999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

### Goal C.4

Students will increase competencies that prepare them for success in college, career, and life.

**Goal C.4: Expand Multi-Tiered Systems of Support (MTSS) that address social-emotional needs, behavior interventions, and student support services to respond to the critical needs of students.**

#### State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parental Involvement; 5-Pupil Engagement; 6-School Climate

Local Priorities: 9-Coordination of Instruction of Expelled Pupils; 10-Coordination of Services for Foster Youth

#### Identified Need:

Students who are prepared to be college, career, and life ready require effective intervention and support services to address social-emotional and behavioral needs delivered by well-trained staff.

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Suspension Rate (Expulsion rates are not included as students are not expelled from our program.)	0.7%	Decrease by .1% The suspension rate as of April 2018 is 8.3% due to better monitor and tracking of data. Re-establish baseline to be 8.3%.	Decrease by .5%	Maintain suspension rate at below 4%.
Community School Attendance Rate	73%	Increase by 2% The current attendance rate for community schools is 71%.	Increase by 1% from the prior year.	Increase by 2% from the prior year.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of staff trained in Restorative Practices.	80 staff trained in January 2017.	80 staff trained in August 2017 and 80 staff trained in the Spring of 2018.	Remaining staff will receive training.	New staff will receive training.

**Action C.4-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Modified**

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to evaluate the effectiveness of our outreach and truancy response efforts through ongoing data collection.

The Truancy and Recovery Technician position was vacant for most of the 2016-17 school year. Strategic planning will occur in 2017-18 to develop an effective plan to reduce truancy and improve attendance. Due to reorganization within the division, and pending consolidation of school sites, the strategic plan to more effectively address truancy will be developed in 2018-19.

Select from New, Modified, or Unchanged for 2018-19

Due to consolidation of school sites, the strategic plan to more effectively address truancy will be developed in 2018-19.

Select from New, Modified, or Unchanged for 2019-20

Continue implementing the best practices for truancy reduction communicated to staff as a result of last year's strategic planning. Continue to monitor the staff usage of the steps outlined in the plan. Recruit and hire three program specialists to provide attendance intervention in the areas of truancy and chronic absenteeism.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Position not Filled)	No Cost (Included in Staff Duties)	\$551,997
Source	NA	LCFF	LCFF
Budget Reference	NA	Certificated Salaries: 1000-1999 Employee Benefits: 3000-3999	\$447,572: Certificated Salaries, 1000-1999 \$104,425: Employee Benefits, 3000-3999

**Action C.4-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: ACCESS-wide

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to offer low-income pupils basic school supplies as needed to complete assignments at home.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000		
Source	LCFF		
Budget Reference	Books & Supplies, 4000-4999; Supplemental and Concentration Grants		

**Action C.4-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:****Location(s):**

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income****Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide****Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Maintain four ACCESS community school clinicians and maintain current intern/clinician ratio.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$478,442	\$453,523	\$513,294
Source	LCFF	LCFF	LCFF
Budget Reference	\$321,053: Classified Salaries, 2000-2999 \$157,389: Employee Benefits, 3000-3999	\$310,478: Classified Salaries, 2000-2999 \$143,045: Employee Benefits, 3000-3999	\$343,507: Classified Salaries, 2000-2999 \$169,787: Employee Benefits, 3000-3999

**Action C.4-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:****Location(s):****OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income****Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide****Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Provide funding for four College and Career Counselors to support students as they prepare for post-secondary pathways.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue funding for four School Counselors to support students as they prepare for post-secondary pathways.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue funding for four School Counselors and provide funding for one additional School Counselor. Counselors will support students for graduation and as they prepare for post-secondary pathways.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$510,877 (Cost included in C.3-2)	\$479,423 (Cost included in C.3-2)	\$689,527
Source	LCFF	LCFF	LCFF
Budget Reference	\$368,725: Certificated Salaries, 1000-1999 \$142,152: Employee Benefits, 3000-3999	\$346,113: Certificated Salaries, 1000-1999 \$133,310: Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)	\$520,870: Certificated Salaries, 1000-1999 \$168,657: Employee Benefits, 3000-3999  (Cost of four counselors included in C.3-2; one additional counselor not included in C.3-2.)

**Action C.4-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain ongoing case management of homeless students and families.

Maintain ongoing case management of homeless students and families.

Maintain ongoing case management of homeless students and families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$818,736	\$1,028,774	\$1,050,443
Source	Title I Funds: Family Engagement Program Manager salary; seven Family Community Liaison salaries, and one Community Resource Specialist Salary.	Title I Funds: Family Engagement Program Manager salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary.	Title I Funds: Family Engagement Program Manager salary; eight Family Community Liaison salaries, and one Community Resource Specialist Salary.
Budget Reference	\$548,631: Classified Salaries, 2000-2999 \$270,105: Employee Benefits, 3000-3999	\$685,436: Classified Salaries, 2000-2999 \$343,338: Employee Benefits, 3000-3999	\$690,888: Classified Salaries, 2000-2999 \$359,555: Employee Benefits, 3000-3999

**Action C.4-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learner, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.

Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.

Continue providing bus passes for low-income students, homeless students, and students with transportation challenges to increase and support school attendance and student achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$38,500	\$50,000	\$55,000
Source	LCFF	LCFF and McKinney-Vento Funds	LCFF and Title I Funds

Year	2017-18	2018-19	2019-20
Budget Reference	Low-Income: \$15,000 (Supplemental and Concentration Grants) Homeless: \$8,500 (McKinney-Vento Funds) Students with Transportation Challenges: \$15,000 (LCFF, Books & Supplies, 4000-4999)	LCFF: \$45,000 McKinney-Vento Funds: \$5,000 (Books & Supplies, 4000-4999)	LCFF: \$45,000 Title I: \$10,000 (Books & Supplies, 4000-4999)

**Action C.4-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue providing a fund for test-taking expenses and college application fees. Explore additional scholarship opportunities, including assistance with application process.

Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.

Continue funding for test-taking expenses, including College Level Examination Program (CLEP) and college application fees. Explore additional scholarship opportunities, including assistance with application process.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$10,000	\$10,000
Source	LCFF	LCFF and College & Career Readiness Grant	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999 (Supplemental and Concentration Grants)	LCFF: \$9,640 College & Career Readiness Grant: \$360 (Services/Other Operating Expenses, 5000-5999)	Services/Other Operating Expenses, 5000-5999

**Action C.4-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students. Train ACCESS staff to use 2-1-1 Orange County, an online database of community resources.

Select from New, Modified, or Unchanged for 2018-19

Continue to communicate workshop and training opportunities to AU Administrators to share with certificated and classified staff in order to address the unique needs of low-income students. Train ACCESS student support staff to use 2-1-1 Orange County, an online database of community resources. Funds to be allocated for identified trainings, up to \$2,000.

Select from New, Modified, or Unchanged for 2019-20

Maintain communication and training with Family Community Liaisons regarding the usage of 2-1-1. Present to the ACCESS Leadership Team, an overview of the resources available regarding 2-1-1 in order to support students and families. Present at Area staff meetings to inform teachers regarding this resource.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Funds to be allocated for identified trainings, up to \$5,000.	\$2,000	No Cost (Included in staff duties).
Source	LCFF	LCFF	
Budget Reference	Services/Other Operating Expenses, 5000-5999, and Supplemental and Concentration Grants	Services/Other Operating Expenses, 5000-5999 (Supplemental and Concentration Grants)	

**Action C.4-9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income****Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide****Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide****Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Modified**

2017-18 Actions/Services

Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Maintain funding for an ACCESS community school nurse to monitor health care plans, provide mandated screenings, ensure the health needs of students are monitored, and educate staff on current health issues.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$122,576 (Cost included in C.3-2)	\$114,414 (Cost included in C.3-2)	\$125,033 (Cost included in C.3-2)
Source	LCFF	LCFF	LCFF
Budget Reference	\$80,604: Certificated Salaries, 1000-1999 \$41,972: Employee Benefits, 3000-3999	\$76,538: Certificated Salaries, 1000-1999 \$37,876: Employee Benefits, 3000-3999 (Supplemental and Concentration Grants)	\$84,857: Certificated Salaries, 1000-1999 \$40,176: Employee Benefits, 3000-3999

**Action C.4-10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Foster Youth, Low Income**

**Schoolwide**

**Specific Schools:  
ACCESS Community Schools**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Modified**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Pilot the implementation of a college course, Counseling 100, at Rio Contiguo School through a partnership with Fullerton College. The course Counseling 100 will be offered five times during the 2017-18 school year. The pilot was not implemented during 2017-18 due to the contract with the community college not being finalized.

Finalize the contract with the community college. The Counseling 100 college course will be offered five times during the 2018-19 school year to Community School students.

The Counseling 100 college course proved to be effective. This course will continue to be offered five times throughout the year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Contract not Finalized)	\$39,181	\$15,000
Source	NA	College & Career Readiness Grant	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	NA	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action C.4-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Unchanged**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program and communicate the interventions to parents/guardians and families. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.

Select from New, Modified, or Unchanged for 2018-19

Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program. The Plan outcomes are to improve school climate and have a reduction in behavioral referrals. These interventions will include the implementation of positive behavior supports, as well as address alternatives to suspensions with classroom management strategies and restorative practices. Track and monitor the student data associated with the Plan. Review with the Leadership Team the effectiveness of the Plan and make any needed changes.

Select from New, Modified, or Unchanged for 2019-20

Continue staff training regarding the implementation of the MTSS program. The MTSS outcomes are to improve school climate, have a reduction in behavioral referrals, and increase attendance. These interventions will include the implementation of positive behavior supports, as well as address alternatives to suspensions with classroom management strategies, attendance interventions, and restorative practices. Track and monitor these student outcomes and review effectiveness with the Leadership Team. This action/service includes funding for materials and refreshments as appropriate.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,200	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books & Supplies, 4000-4999	Books & Supplies, 4000-4999	\$1,000: Books & Supplies, 4000-4999 \$2,000: Services/Other Operating Expenses, 5000-5999

**Action C.4-12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**English Learners, Foster Youth, Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Schoolwide**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**Unchanged**

2017-18 Actions/Services

Continue to provide Restorative Practices training to additional administrators, teachers, and staff, and support the implementation of Restorative Justice Practices and circles at school sites.

Select from New, Modified, or Unchanged for 2018-19

**Modified**

2018-19 Actions/Services

Provide Restorative Practices training in the use of Formal Restorative conferencing. Four trainings will be offered throughout the school year to provide staff who are currently using restorative circles at their school sites. These trainings will provide more in-depth strategies and practices to enhance student success.

Select from New, Modified, or Unchanged for 2019-20

**Modified**

2019-20 Actions/Services

Continue providing Restorative Practice trainings in the use of Formal Restorative conferencing and restorative circles. Four trainings will be offered throughout the school year to staff not previously trained. These trainings will provide in-depth strategies and practices to enhance student success. Funding includes certification fees for trainers, materials, and refreshments as appropriate.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999	Services/Other Operating Expenses, 5000-5999

**Action C.4-13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**New**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create a specialized program specialist and paraeducator positions to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.

Recruit and hire one specialized program specialist and one paraeducator to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program.

Continue funding to hire one specialized program specialist and one paraeducator to support the work of MTSS to provide coaching and assist with the implementation of a positive behavior program, as well as classroom management strategies.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Recruitment in 2018-19)	\$246,639	\$216,786
Source	NA	LCFF	LCFF



Year	2017-18	2018-19	2019-20
Budget Reference	NA	\$108,324: Certificated Salaries, 1000-1999 \$44,815: Classified Salaries, 2000-2999 (Cost Included in C.3-3) \$93,500: Employee Benefits, 3000-3999	\$120,408: Classified Salaries, 2000-2999 \$96,378: Employee Benefits, 3000-3999 (Cost Included in C.3-3)

**Action C.4-14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners, Foster Youth, Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**New**

**Modified**

**Modified**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create a gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.

Recruit and hire one gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimize gang influence.

Continue recruitment and funding for one gang intervention specialist position to assist the work of MTSS in supporting safe and positive school climate, promoting leadership skills, and minimizing gang influence.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost (Recruitment in 2018-19)	\$162,332	\$164,336
Source	NA	LCFF	LCFF
Budget Reference	NA	\$108,324: Certificated Salaries, 1000-1999 \$54,008: Employee Benefits, 3000-3999	\$108,324: Certificated Salaries, 1000-1999 \$56,012: Employee Benefits, 3000-3999

**Action C.4-15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Low Income**

**Schoolwide**

**Specific Schools: ACCESS-wide**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**New**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Title I Transition Specialists will offer transition services to identified students to provide essential academic, employment, and life skill development. Students will also be supported as they move between school placements to ensure they are connected to appropriate school staff and resources to create a safety net of support to prepare them for their next academic environment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$976,230
Source			Title I Funds
Budget Reference			\$652,995: Classified Salaries, 2000-2999 \$323,235: Employee Benefits, 3000-3999

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$8,905,941.00

19.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Please note that the designation of “LEA-wide” refers to all schools in ACCESS, and all schools in the Division of Special Education Services. The “Schoolwide” designation refers to all ACCESS schools or all schools in the Division of Special Education Services. The “ACCESS-wide” designation includes approximately 4,000 students in ACCESS programs, and approximately 500 students in the Division of Special Education Services programs. The designation for “All Students,” “All Schools,” encompasses all foster youth in Orange County schools.

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With 85% of the student population meeting the “unduplicated pupil” criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The intended outcomes, principally targeted for our unduplicated pupils, are student access to devices, reliable internet, and educational software to support their learning. The improved services include the following actions and services that resulted in improved device-to-student ratio, increased bandwidth and connectivity, expanded educational software and resources, access to online curriculum, and upgraded infrastructure:

A.1-2: Maintain upgraded connectivity and device-to-student ratio, and complete installation of remaining Promethean Boards and video production equipment to support technology use in the classroom.

A.1-3: Research and pilot online safety management software to ensure appropriate student use of the internet.

A.1-4: Provide professional development training for Google Apps for Education and Promethean Boards to assist staff in integrating technology into student learning.

A.2-2: Continue funding Ed.Tech. User Support Assistant to provide resources for staff and students to support technology use in the classroom.

A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.

A.2-4: Expand the usage of the Educational Technology website to add additional resources targeting the needs of unduplicated pupils.

A.2-5: Continue to purchase licenses for educational software to support 21st Century learning, thereby providing improved quality of resources.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The intended outcomes, principally targeted for our unduplicated pupils, are increased family engagement, expanded learning through co-curricular activities, and greater opportunities to explore learning outside the classroom through field trips, college tours, and career planning. By providing safe and well-maintained environments, students are better able to engage in learning with fewer distractions. Through coordinated services for foster youth, the educational needs of students in out-of-home care are closely monitored and supported.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have a better connection to the school, and provide greater support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, an increased number of college tours, co-curricular activities, and CTE courses have improved student post-secondary success. Maintaining a safe environment for students and staff creates a positive school climate. To further this goal, enhanced school site safety measures are being addressed. The coordination of foster youth services are enriched through the implementation of an Integrated Foster Youth Education Database, tracking of academic outcomes, providing trauma-informed educator trainings, and transportation services. The improved services for unduplicated pupils include the following actions and services:

B.1-1: Increase utilization of School Messenger to improve communications for parents/guardians to be better involved in their child's education.

B.1-2: Conduct annual parent survey to assess the effectiveness of parent events/trainings to further involve parents in the educational process.

B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.

B.1-4: Implement and train parents/guardians on the utilization of Aeries.Net to provide increased involvement through access to their child's educational information.

B.2-1: Continue to fund the Grant Program Support Assistant to support ongoing grants that address nutrition, substance abuse, mental health, internships, and job shadowing.

B.2-2: Maintain co-curricular funds to support student learning and engagement by providing learning opportunities outside the classroom.

B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.

B.2-5: Continue funding Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities.

B.2-6: Continue hosting Career Success Week events, including Career Success Week Junior (for middle-school students), to provide job readiness skills and personal finance management.

B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.

B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.  
B.2-9: Provide staff development opportunities to foster a positive school climate through trainings focused on diversity, acceptance, and respectful relationships.

B.5-1: Complete an Education Progress Report for foster youth in out-of-home care.

B.5-2: Continue utilization of the Orange County Integrated Foster Youth Education Database to increase coordination of services for foster youth.

B.5-3: Maintain funding for Foster Youth Manager and Educational Liaison to monitor and improve Foster Youth academic outcomes.

B.5-4: Communication and coordination with Juvenile Court for educational services of foster youth.

B.5-5: Provide Trauma-Informed Educator trainings to ACCESS staff.

B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

B.5-7: Coordinate and implement Education Summary Reports to ensure foster youth have access to rigorous curriculum and assist students in post-secondary transition.

Goal C addresses the need for students to be prepared for success in college, career, and life. The intended outcomes, principally targeted for our unduplicated pupils, are academic support via tutors and ELDAs, creative learning spaces, improved literacy skills, access to standards-aligned curriculum, availability of school counselors, school nurses and clinicians, assistance with transportation needs, and improved behavior intervention strategies.

Through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum and resources, and providing student support services that address the critical academic and social-emotional needs of students, students are becoming ready for post-secondary options. Students enter our program with gaps in their learning, with social-emotional deficits, and the need for multiple tiers of support. To improve preparation of unduplicated pupils for college, career, and life success, the following support systems are in place: staff trainings, tutoring, data management systems to better track English Learner performance, an online assessment program to monitor academic progress, the addition of a reading specialist, increased clinical and school counselor support, the addition of a program specialist to support positive behavior, and provision of bus passes. All of these supports assist students in completing high school and being better prepared for college, career, and life. The identified actions and services below are targeting the support services, resources, and staff to improve and increase the services for unduplicated pupils. These actions and services include the following:

C.1-1: Continue to conduct trainings for staff regarding adopted curriculum to support implementation of California State Standards and Professional Learning Communities.

C.1-3: Provide staff workshops and meetings that focus on student projects and real-world applications that demonstrate student learning in the core subjects.

C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.

C.1-5: Continue providing Title III Academic Support Assistants to support the language acquisition of EL students, and fund 90% of the EL Services Manager and Program Specialist positions to support the academic needs of the EL students.

C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.

- C.1-9: Continue implementation of curriculum materials for ELA, ELD, Social Science, and Math. Purchase and implement the use of Science materials aligned to NGSS.
- C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.
- C.1-12: Continue partnership with UCI to provide professional development, integrated lesson plans, and student writing assignments to support ELA initiatives.
- C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.
- C.1-14: Continue to provide staff development regarding the implementation of designated and integrated ELD.
- C.1-15: Maintain funding iReady, an online assessment program, to assess and monitor student academic progress. Purchase licenses for Max Scholar and Lexia Core 5 to enhance literacy support.
- C.1-16: Maintain funding for the reading specialist and paraeducator to support students in their reading and literacy skills.
- C.1-17: Provide training to instructional staff in EL Shadowing to improve reclassification rates and ELPAC scores.
- C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
- C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
- C.4-1: Recruit and hire three program specialists to provide attendance interventions in the areas of truancy and chronic absenteeism.
- C.4-2: Continue to offer low-income students basic school supplies to equip students for learning.
- C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
- C.4-4: Provide funding for five School Counselors to guide student learning and to develop individual post-secondary college/career plans.
- C.4-5: Maintain ongoing case management of homeless students and families to provide resources and opportunities that address their well-being, and provide support to this low-income population.
- C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
- C.4-7: Continue funding expenses for college application fees, entrance tests, testing fees, and scholarship opportunities to promote post-secondary education.
- C.4-8: Continue training staff on the usage of 2-1-1 to support students and families with community resources.
- C.4-9: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
- C.4-10: Provide five Counseling 100 college courses throughout the year.
- C.4-11: Continue staff training regarding usage and implementation of the MTSS program.
- C.4-12: Provide Restorative Justice Practice trainings in the use of Formal Restorative conferencing and continue to train staff on the use of restorative circles for implementation in the classroom.
- C.4-13: Recruit and hire a specialized program specialist and paraeducator to support the work of MTSS, to provide coaching, and assist in the implementation of a positive behavior program.

C.4-14: Recruit and hire a gang intervention specialist to assist in the work of MTSS in supporting a safe and positive school climate and minimizing gang influence.

C.4-15: Provide transition support to identified students as they move between school placements to ensure they are connected to appropriate school staff and resources.



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$10,864,563

21.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Please note that the designation of "LEA-wide" refers to all schools in ACCESS, and all schools in the Division of Special Education Services. The "Schoolwide" designation refers to all ACCESS schools or all schools in the Division of Special Education Services. The "ACCESS-wide" designation includes approximately 4,000 students in ACCESS programs, and approximately 500 students in Division of Special Education Services programs. The designation for "All Students," "All Schools," encompasses all foster youth in Orange County schools.

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With 69% of the student population meeting the "unduplicated pupil" criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The intended outcomes, principally targeted for our unduplicated pupils, are student access to devices, reliable internet, and educational software to support their learning. The improved services include the following actions and services which resulted in improved device-to-student ratio, increased bandwidth and connectivity, expanded educational software and resources, access to online curriculum, and upgraded infrastructure:

A.1-1: Upgrade infrastructure at school sites with expanded bandwidth and connectivity.

A.1-2: Deploy 13 Promethean Boards to support technology use in the classroom.

A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.

A.2-4: Expand the usage of the Educational Technology website to add additional resources targeting the needs of unduplicated pupils.

A.2-5: Continue to purchase license for educational software to support 21st Century learning, thereby providing improved quality of resources.

A.2-7: Continue the use of ULS, News 2 You, SANDI, and ST Math to support learning for Division of Special Education Services students.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The intended outcomes, principally targeted for our unduplicated pupils, are increased family engagement, expanded learning through co-curricular activities, and greater opportunities to explore learning outside the classroom through field trips, college tours, and career planning. By providing safe and well-maintained environments, students are better able to engage in learning with fewer distractions. Through coordinated services for foster youth, the educational needs of students in out-of-home care are closely monitored and supported.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have a better connection to the school, and provide greater support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, an increased number of college tours, co-curricular activities, and CTE courses have improved student post-secondary success. Maintaining a safe environment for students and staff creates a positive school climate. To further this goal, enhanced school site safety measures are being addressed. The coordination of foster youth services are enriched through the implementation of an Integrated Foster Youth Education Database, tracking of academic outcomes, providing trauma-informed educator trainings, and transportation services. The improved services for unduplicated pupils include the following actions and services:

B.1-1: Increase utilization of School Messenger to improve communications for parents/guardians to be better involved in their child's education.

B.1-2: Conduct annual parent survey to assess the effectiveness of parent events/trainings to further involve parents in the educational process.

B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.

B.1-4: Continue parent/guardian utilization of Aeries.Net to provide increased involvement through access to their child's educational information.

B.1-6: Continue to initiate parent contact at least 30 days prior to annual IEPs for Division of Special Education Services students.

B.2-1: Fund a Grant Program Support Assistant to research and apply for grants addressing health, counseling, and life skills.

B.2-2: Maintain co-curricular funds to support student learning and engagement by providing learning opportunities outside the classroom.

B.2-3: Recruit and hire a Program Specialist to coordinate the CTE program to expand career pathways and vocational learning.

B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.

B.2-5: Continue funding Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities.

B.2-6: Continue hosting Career Success Week events, including Career Success Week Junior (for middle-school students), to provide job readiness skills and personal finance management.

B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.

B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.

B.2-11: Continue to explore adult day program options for students with the most significant disabilities.

B.3-4: Enhance school site safety by equipping school sites and regional offices with cameras, walkie-talkies, metal detectors, and hiring School Safety Personnel.

B.5-2: Begin implementation of the Orange County Integrated Foster Youth Education Database to increase coordination of services for foster youth.

B.5-3: Maintain funding for Foster Youth Manager, Educational Liaison, and Coordinator to monitor and improve Foster Youth academic outcomes.

B.5-4: Communication and coordination with Juvenile Court for educational services of foster youth.

B.5-5: Provide Trauma-Informed Educator trainings to ACCESS staff.

B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

B.5-7: Coordinate and implement Educational Plans to ensure foster youth have access to rigorous curriculum and assist students in post-secondary transition.

Goal C addresses the need for students to be prepared for success in college, career, and life. The intended outcomes, principally targeted for our unduplicated pupils, are academic support via tutors and ELDAs, creative learning spaces, improved literacy skills, access to standards-aligned curriculum, availability of school counselors, school nurses and clinicians, assistance with transportation needs, and improved behavior intervention strategies.

Through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum and resources, and providing student support services that address the critical academic and social-emotional needs of students, students are becoming ready for post-secondary options. Students enter our program with gaps in their learning, with social-emotional deficits, and the need for multiple tiers of support. To improve preparation of unduplicated pupils for college, career, and life success, the following support systems are in place: staff trainings, tutoring, data management systems to better track English Learner performance, an online assessment program to monitor academic progress, addition of a reading specialist, increased clinical and school counselor support, the addition of a program specialist to support positive behavior, and provision of bus passes. All of these supports assist students in completing high school and being better prepared for college, career, and life. The identified actions and services below are targeting the support services, resources, and staff to improve and increase the services for unduplicated pupils. These actions and services include the following:

C.1-1: Continue to conduct trainings for staff regarding newly adopted curriculum to support implementation of California State Standards.

C.1-3: Provide staff workshops and meetings that focus on student projects and real-world applications that demonstrate student learning in the core subjects.

C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.

C.1-5: Continue providing English Language Development Assistants to support the language acquisition of EL students.

C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.

C.1-9: Continue implementation of curriculum materials for ELA, Social Science, and Math. Pilot Science materials aligned to NGSS.

C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.

C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.

C.1-15: Purchase iReady, an online assessment program, to assess and monitor student academic progress.

C.1-16: Hire a reading specialist and paraeducator to support students in their reading and literacy skills.

C.2-3: Continue to provide specialized training for Division of Special Education Services staff to increase effective utilization of SANDI/FAST, ST Math, and SEACO Access Guide.

C.3-1: Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools for college, career, and life readiness.

- C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
- C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
- C.4-2: Continue to offer low-income students basic school supplies to equip students for learning.
- C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
- C.4-4: Provide funding for four College and Career Counselors to guide student learning and to develop individual post-secondary college/career plans.
- C.4-5: Maintain ongoing case management of homeless students and families to provide resources and opportunities that address their well-being, and provide support to this low-income population.
- C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
- C.4-7: Continue funding expenses for college application fees, entrance tests, testing fees, and scholarship opportunities to promote post-secondary education.
- C.4-9: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
- C.4-11: Continue staff training regarding usage and implementation of the Progressive Intervention Plan as part of the overall MTSS program.
- C.4-12: Provide four Restorative Justice Practices trainings in the use of Formal Restorative conferencing.
- C.4-13: Recruit and hire a specialized program specialist and paraeducator to support the work of MTSS, to provide coaching, and assist in the implementation of a positive behavior program.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$11,940,528

20.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LCAP goals identified to better serve students, especially our unduplicated students, address the areas of improved access and usage of technology, increased student support services with an emphasis on improving family engagement, and preparing students to be college, career, and life ready. With the percentage of 63% that meet the “unduplicated pupil” criteria, the actions and services below clearly target the educational and social-emotional needs of these special populations.

Goal A addresses the effective use of technology for teaching and learning to promote 21st Century skills. The improved services for unduplicated pupils include the following actions and services:

A.1-1: Improve bandwidth infrastructure upgrades, firewalls, and security endpoints for increased quality of connectivity and cyber safety.

A.1-2: Purchase of Chromebooks and wireless hotspots for student check-out to provide online access to curriculum at home.

A.2-3: Expand the usage of GradPoint online curriculum to provide unduplicated students an opportunity to meet A-G requirements.

A.2-5: Continue to purchase licenses for educational software programs to support 21st Century learning, thereby providing improved quality of resources.

With our unduplicated pupils having limited access to technology, the above actions and services provided an increased number of computers and an improved infrastructure for students. These actions and services improved the 21st Century skills for students.

Goal B addresses increased family and stakeholder engagement with the end result of improving student achievement. The improved services for unduplicated pupils include the following actions and services:

- B.1-1: Increase utilization of School Messenger to improve communications so that parents/guardians are better informed and involved in their child's education.
- B.1-2: Conduct annual parent survey to assess the overall effectiveness of parent events and trainings to further involve parents in the educational process.
- B.1-3: Conduct parent/guardian information events, including interpretation services, to engage families in their child's education.
- B.1-4: Continue parent/guardian utilization of Aeries.Net to provide increased involvement through access to their child's educational information.
- B.2-1: Fund a Grant Program Support Assistant to research and apply for grants targeting services and resources addressing health, counseling, and life skills.
- B.2-2: Maintain a co-curricular activities fund to support student learning and engagement by providing learning opportunities outside the classroom.
- B.2-3: Continue to provide funding for a Program Specialist to coordinate career technical education to expand career pathways and vocational learning.
- B.2-4: Continue to fund short-term CTE staff to expand CTE courses to provide the opportunity for increased student participation.
- B.2-5: Continue to fund Pure Game, a physical education/character development program, to provide mentoring and leadership opportunities to students.
- B.2-6: Continue to host three Career Success Week events to provide job readiness skills and personal finance management.
- B.2-7: Continue to increase partnerships with community colleges by providing college tours for students to experience real-time college life.
- B.2-8: Continue to expand partnerships with community organizations to assist with providing basic school supplies to equip students for learning.
- B.5-3: Maintain funding for Foster Youth Manager, Educational Liaison, and Coordinator to monitor and improve Foster Youth academic outcomes.
- B.5-5: Provide a "Train the Trainer" for Trauma-Informed Educator Series so that staff are better informed and prepared to serve students.
- B.5-6: Provide funding to support transportation of foster youth to maintain appropriate school placement and ensure school stability.

Through increased parent involvement and improved parent communication, parents/guardians are more informed, have an increased connection to the school, and provide support for their child to ensure academic success. In order to better support students in their post-secondary opportunities, college tours, co-curricular activities, and CTE courses have improved and increased student post-secondary success.

Goal C addresses the need for students to be prepared for success in college, career, and life through professional development of staff, implementation of California State Standards and California ELD Standards, purchase of quality standards-aligned curriculum, and providing student support services that address the critical academic and social-emotional needs of students. The improved services for unduplicated pupils include the following actions and services:

- C.1-1: Continue to conduct trainings for staff regarding California State Standards to improve the rigor of instruction for students.
- C.1-3: Continue to provide professional development opportunities focused on PBL assignments to enhance student engagement in their learning.
- C.1-4: Continue to offer tutoring for identified students to close the learning gaps and deficiencies that students have in their education.
- C.1-5: Continue providing English Language Development Assistants to support the language acquisition of EL students.
- C.1-8: Continue to purchase the EADMS software license for staff to track EL academic data to better target academic needs.
- C.1-9: Continue implementation of curriculum materials for ELA, Social Science, Math, and Science to ensure preparation for college and career.

- C.1-11: Continue funding MakerSpace labs and materials to engage students in collaboration, design, and creativity.
- C.1-13: Continue to create, revise, publish, and implement designated ELD using MELD and other appropriate resources to support EL student learning.
- C.3-1: Continue to provide instruction to students that is targeted and differentiated in WASC-accredited schools for college, career, and life readiness.
- C.3-2: Continue ensuring high-quality academic and clinical support services to address the critical academic and social-emotional needs of students.
- C.3-3: Continue providing classroom and individual instructional support to address the gaps in student learning in order to increase academic success.
- C.4-3: Maintain funding for four ACCESS Community School Clinicians to provide necessary social-emotional support and services.
- C.4-4: Provide funding for four College and Career Counselors to guide student learning and to develop individual post-secondary college/career plans.
- C.4-6: Continue to provide bus passes for low-income, homeless, and students with transportation challenges to ensure attendance and school stability.
- C.4-7: Continue to offer low-income students basic school supplies to equip students for learning.
- C.4-8: Continue funding expenses for college application fees, entrance tests, and scholarship opportunities to promote post-secondary education.
- C.4-10: Maintain funding for an ACCESS Community School Nurse to monitor the health needs of students and to provide necessary health supports.
- C.5-2: Continue training and implementing Restorative Justice practices at school sites to more effectively improve student behavior and accountability.

To better prepare unduplicated pupils' college, career, and life success, staff trainings, tutoring for students, data management systems to better track English Learner performance, increased clinical and school counselor support, and provision of bus passes have all aided in students being better prepared for college, career, and life. These are all services that have been improved and increased as a result of this goal in the LCAP.

## **Appendices**

Appendix A: LCAP Acronyms and Abbreviations

Appendix B: Stakeholders and Community Partners

Appendix C: Ethnic Demographic Breakdown

Appendix D: LCAP Federal Addendum

Appendix E: 2018-2019 Summary of LCAP Identified Areas for Increased or Improved Services for Students

Appendix F: Facility Inspection Tool – ACCESS Community School Sites

Appendix G: LCAP Survey Results

- ACCESS Parents
- ACCESS Students
- ACCESS Instructional Staff
- ACCESS Non-Instructional Staff
- Division of Special Education Services Parents



**LOCAL CONTROL ACCOUNTABILITY PLAN  
ACROYNMS AND ABBREVIATIONS**

ACCESS	Alternative, Community and Correctional Education Schools and Services
ACE	ACCESS Character Education
ALEKS	Assessment and LEarning in Knowledge Spaces
ASA	Academic Support Assistant
BASIC	Behavior Analysis for Successfully Initiating Change
CAASPP	California Assessment of Student Performance and Progress
CABE	California Association for Bilingual Education
CALPADS	California Longitudinal Pupil Achievement Data System
CDE	California Department of Education
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CHEP/PCHS	Community Home Education Program/Pacific Coast High School
CISC	Curriculum and Instruction Steering Committee
CLEP	College Level Examination Program
CM	Constructing Meaning
COE	County Office of Education
CSEA	California School Employees Association
CTE	Career Technical Education
CTEIG	Career Technical Education Incentive Grant
CWA	Child Welfare and Attendance
D/HH	Deaf/Hard of Hearing
DELAC	District English Learner Advisory Committee
EADMS	Educator's Assessment Data Management System
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELPAC	English Language Proficiency Assessments for California
ESR	Education Summary Report
EPR	Educational Progress Report
ESSA	Every Student Succeeds Act
FAST	Formative Assessment Standards Tasks
FASST	Fischer ACCESS Student Services Team
FIT	Facility Inspection Tool
FYSP	Foster Youth Services Plan
GB	Gigabyte
GPAC	General Parent Advisory Committee
HQT	Highly Qualified Teacher
IEP	Individual Education Plan
KB	Kilobyte
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency

**LOCAL CONTROL ACCOUNTABILITY PLAN  
ACROYNMS AND ABBREVIATIONS**

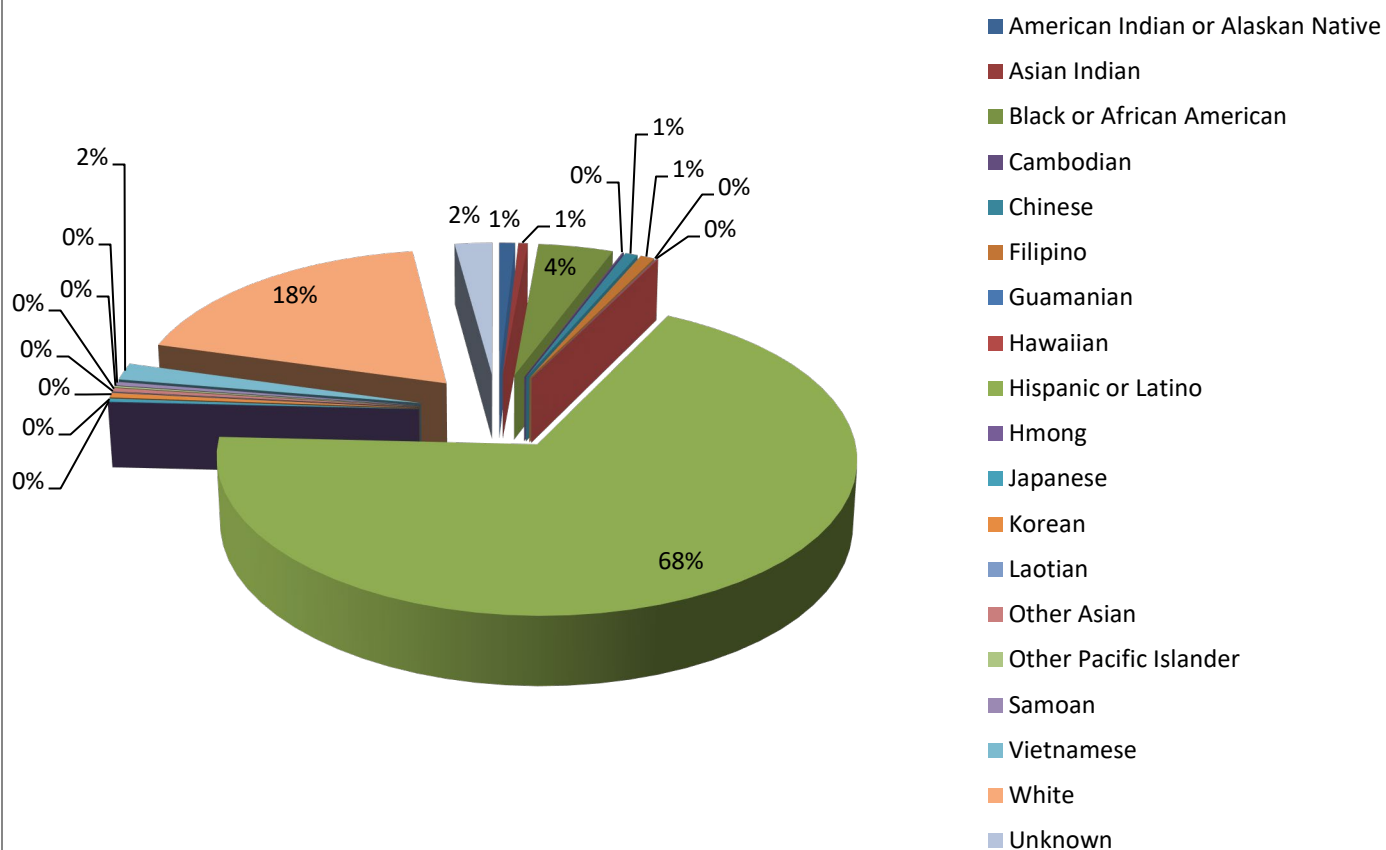
MB	Megabyte
MELD	Monthly English Language Development
MTSS	Multi-Tiered System of Supports
NA	Not Applicable
NGSS	Next Generation Science Standards
OCCP	Orange County Children's Partnership
OCDE	Orange County Department of Education
OCIFYED	Orange County Integrated Foster Youth Education Database
OCSEA	Orange County Schools Educators Association
PBL	Project-Based Learning
RELL	Regional English Learner Liaison
R-FEP	Redesignated-Fluent English Proficient
ROP	Regional Occupational Program
SANDI	Student Annual Needs Determination Inventory
SARC	School Accountability Report Card
SEACO	Special Education Administrators of County Offices
SIT	Student Intervention Team
SPSA	School Plan for Student Achievement
ST Math	Spatial-Temporal Math
STEM	Science, Technology, Engineering, and Math
SWIFT	Schoolwide Integrated Framework for Transformation
TK	Transitional Kindergarten
TOSA	Teacher on Special Assignment
UC	University of California
UCI	University of California - Irvine
UDL	Universal Design for Learning
ULS	Unique Learning System
VDI	Virtual Desktop Infrastructure
WASC	Western Association of Schools and Colleges

### Stakeholders and Community Partners

The following is a list of stakeholders and community partners that assist in the achievement of the LCAP goals, actions, and services, as well as supporting the needs of the whole child.

211 Orange County	Orange County Health Care Agency
Art and Creativity for Healing	Orange County Human Relations
Blue Ribbon Commission of Orange County	Orange County Juvenile Court
Boys & Girls Club of Anaheim	Orange County Probation Department
Buena Park Coordinating Council	Orange County Public Libraries
California State University, Fullerton	Orange County Social Services Agency
Casa Youth Shelter	OCTI-Orange County Transition Initiative
Catholic Charities	Orangewood Foundation
Chapman University	Padres Unidos
Coast Community College District	Rancho Santiago Community College District
Court Appointed Special Advocates for Children, Orange County	Regional Center of Orange County
Disciplina Positiva	Regional Occupational Centers
FaCT Resource Centers	Schools First Credit Union
Families Forward	Second Harvest Food Bank
Family Solutions Collaborative	Segerstrom Center for the Arts
Fullerton College	South Orange County Community College District
Girls, Inc.	Southland Sings
Giving Children Hope	Special Olympics of Orange County
Grand Parents Autism Network	St. Vincent de Paul Society
Human Options	Sunburst Youth Academy Booster Club
Inside the Outdoors	TASK-Teams of Advocates for Special Kids
Latino Educational Attainment Initiative	Taller de San Jose / Hope Builders
MADD – Mothers Against Drunk Driving	United States National Guard
Mercy House Family Care Shelter	University California, Irvine
MOMS Orange County	University of Southern California
National Charity League	Vanguard University
North Orange County Community College District	Waymakers
Olive Crest	Western Youth Services
Orange Coast College	WIA Youth Program
Orange County Asian Pacific Islander Community Alliance	Working Wardrobes
Orange County Business Council	YES – Youth Employment Service of Anaheim
Orange County Children’s Partnership	YES – Youth Employment Service of Costa Mesa
Orange County Constitutional Rights Foundation	
Orange County District Attorney’s Office	

## OCDE STUDENTS - ALL SCHOOLS Ethnic Demographic Breakdown



<i>Ethnicity</i>	<i>Total</i>	<i>Percentage</i>
<b>American Indian / Alaskan Native</b>	49	0.91%
<b>Asian Indian</b>	29	0.54%
<b>Black or African American</b>	232	4.29%
<b>Cambodian</b>	5	0.09%
<b>Chinese</b>	39	0.72%
<b>Filipino</b>	44	0.81%
<b>Guamanian</b>	2	0.04%
<b>Hawaiian</b>	4	0.07%
<b>Hispanic or Latino</b>	3,694	68.29%
<b>Hmong</b>	1	0.02%
<b>Japanese</b>	19	0.35%
<b>Korean</b>	27	0.50%
<b>Laotian</b>	2	0.04%
<b>Other Asian</b>	21	0.39%
<b>Other Pacific Islander</b>	8	0.15%
<b>Samoan</b>	21	0.39%
<b>Vietnamese</b>	97	1.79%
<b>White</b>	999	18.47%
<b>Unknown</b>	116	2.14%

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Orange County Department of Education

## CDS code:

3010306

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

Title I, Part A; Title I, Part D; Title II, Part A; Title III, Part A, and Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA's three over-arching goals are to increase the effective use of technology for teaching and learning to promote 21<sup>st</sup> Century skills, increase parent and stakeholder engagement as well as collaboration to support student learning, and increase student competencies that prepare them for success in college, career, and life. The use of federal funds will supplement the action and services of these goals. The following federal funds are utilized to enhance the priorities and initiatives: Title I and Title III. These funds improve parent training opportunities and workshops to assist parents to better engage in the educational process. The funds provide students with job readiness skills and personal finance management through involvement in Career Success Week. Title I funds support tutoring for targeted students to improve their academic skills. Title III funds address the needs of English Learners by providing academic support assistants in the classroom to enhance the student engagement with the designated ELD curriculum. Federal funds are utilized to maintain ongoing case management of homeless students and families so that they are connected to resources and support. Title I also provides support to low income and homeless students with transportation challenges so that they may maintain regular school attendance to prevent interruptions in academic progress. In addition, federal funds are utilized to provide transition services to students as they leave our program to return to district, graduate, or enter an adult school option.

The use of these funds in the above services to targeted students and families address the needs that students have with their academic gaps in learning, provide training to parents to better engage in the education of their child, enhance classroom support for English learners, overcome obstacles to school attendance, provide students with job and money management skills to prepare them for the world of work, and to offer transition services so that students have a seamless exit and entry so that their education is not disrupted.

We know from the data that student attendance is an issue for many of our students. Parents engage more in the learning process when they are encouraged to participate, when the trainings and workshop address topics of interest, and when they feel welcomed at school. Often times our

students feel lost moving from one school to another or making that transition from high school, as a result, Title I funds are utilized to provide transition specialist to assist the student. The use of federal funds is geared toward removing barriers to student success and we are doing that through bus passes, targeted parent training and workshops, tutoring support, transition services, and assistance to homeless students and families.

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The efforts and discussion taking place regarding alignment is to ensure the use of federal funds is solely used to supplement services to students and families. The program has clearly defined the core services to all students which are the foundation of the school program, and federal funds are not utilized for these mandated services. The discussion also identifies the federally-funded supplemental services used to enhance the LCAP goals and LEA initiatives, which if removed, would not jeopardize the core school program. The alignment of federal funds is to ensure the dollars are spent in this area alone. School administration, including the managers of Title I, Title II, and Title III, meet regularly to ensure that the alignment of federal funds is complying with the regulations. The federal program managers are closely involved with the development of the LCAP, with the annual update and with stakeholder involvement. Therefore, the use of funds, the metrics and indicators to measure growth are shared and discussed. Modifications and changes are made to further enhance services based upon data and stakeholder feedback. By clearly defining the basis of the school program, the alignment of federal funds to supplemental services only is achievable.



# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Due to a low staff attrition rate, the average teacher in our LEA has 15 or more years of experience; therefore, the program does not have inexperienced teachers. OCDE does not have any out-of-field teachers assigned, as all teachers meet the California credential requirements for an alternative education program, as outlined in California Education Code section 44865 and the English Learner Authorization guidelines.

To provide regular monitoring of teacher site assignments, the school administrators share supervision duties over their assigned sites. Should any disparities be identified by either formal or informal observations or a review of student learning, school administrators have resources available to them to address teacher effectiveness. Evaluation procedures require the administrator and teacher to meet multiple times throughout the school year to discuss goals, conduct observations, and review progress. Staff development is scheduled throughout the school year to provide staff training in core subject areas, school climate, and the social emotional needs of our students. Teachers on Special Assignment (TOSA) may be assigned to support a teacher who needs individualized support in a core subject area(s).

In addition to the ongoing monitoring provided by school administrators, the Title I Program conducts an annual review of teacher assignments through the Title I Comparability Report to demonstrate that each of their Title I schools is equivalent among schools in teachers, administrators, and other staff, and equivalent among schools in the provision of curriculum materials and instructional supplies. This report is prepared in collaboration with the LEA's Human Resources Department which maintains an active database of teacher credentialing data and the Attendance and Records office which tracks teacher assignments.

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA's Family Engagement Policy and School-Family Compact are developed with input from ACCESS parents and community stakeholders. This policy is reviewed annually by the Parent Advisory Committees and School Site Council and updated as needed. The committees are comprised of parents and community stakeholders who meet quarterly in each ACCESS region. Feedback is collected regarding the effectiveness of the policy and changes are made accordingly. We also invite input on the policy from other district committees, such as the District English Learner Advisory Committee (DELAC) and the English Learner Advisory Committee (ELAC). The Compact describes specific ways that parents can support their child's education in the home, such as assisting with setting educational and career goals, monitoring student attendance closely, and talking regularly about the value of education. Parents are also encouraged to maintain regular communication with the school program and to attend parent/teacher conference and school events.

Title I Program activities are aligned with the California Family Engagement Framework. The Program assists families to understand the state's academic content standards and academic achievement standards, state and local academic assessments, and requirements of Title I through presentations to families conducted in English and Spanish during school site events and programs, Title I Annual Meetings, LCAP General Parent Advisory Committee meetings, and English Learner Advisory committee meetings. These meetings address a variety of additional relevant topics, such as effective study environments, parent/teacher conferences, graduation requirements, college admission and financial aid options, and community resources. School staff and community providers also conduct presentations on nutrition, substance abuse prevention, and mental health topics. Parenting classes funded by LCAP and Title I are offered in all regions to provide families with knowledge about adolescent development, techniques to enhance communication, and strategies to address behavior.

Parent surveys help guide the direction of the resources we provide so that appropriate services are focused where they are most needed. For example, a theme that emerged recently from the meetings with parents and families was the need for increased information and resources in the area of college and career readiness. As a result, workshops were designed specifically to address the questions parents raised concerning college and career readiness, and college tours were arranged for interested families.

A key part of our family engagement efforts are the bilingual Family Community Liaisons (FCL) assigned to each region's administrative office. This position is paid for through Title I, Part A funds and was developed as a bridge to connect our schools to our families immediately upon enrollment to build authentic and ongoing relationships to support the whole child. FCLs provide information and resources to help parents support their child's education, assist school staff with planning and conducting parent events and meetings, and provide bilingual support as needed for effective two-way communication. The FCLs also collaborate with community-based agencies and local businesses to create partnerships that support learning.

To build the capacity for all school staff to support family engagement, training is provided by Title I staff at regional staff development meetings, conferences, and workshops. Teams of teachers, administrators, and FCLs who have earned the Parent Liaison Certificate are implementing research-based strategies in their schools and classrooms and utilizing the community resources from the training. Title I staff collaborate with other Federal, state, and local programs to encourage parent participation. The Title I and Title III Programs work together to combine outreach efforts and share best practices for increasing parent attendance at school meetings such as ELAC, DELAC, and the parent advisory committees. A *Family Events Toolkit* has been distributed to all ACCESS school sites which provides guidance for designing effective family engagement events. The Toolkit includes presentation ideas, tips for planning successful family events, parent surveys, and an evaluation template. Teachers are encouraged to use these tools to continuously improve their family events and increase their outreach efforts.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Within the Orange County Department of Education's alternative education division (ACCESS), Title I funding provides supplementary academic services for neglected, delinquent, and at-risk youth through a variety of supports. Students assigned by Social Services or Probation Departments to residential placements within Orange County are identified to receive these academic services. Title I services provided outside of these facilities are intended to support the students for whom the funds were originally generated. For example, students who transition from a juvenile court to an ACCESS community school are identified for on-going Title I services. In addition, a portion of Title I funding is set-aside to support the educational needs of identified homeless youth within ACCESS.

Identified students receive classroom and after school assistance in the areas of reading, language arts, math, and life skills. Title I staff offer transition guidance to students as they transfer between school placements, as well as assistance with job skills and college readiness. In addition, the Title I Family Engagement Program extends support to the families of identified students and ensures families are included in the educational program.

While a student is attending an institution school, he/she receives Title I support services upon entry, during incarceration, and extending beyond exit. To properly identify students targeted for services

after they exit an institution school and begin attending an ACCESS community school, Title I staff discuss student needs with administrators and teachers and use attendance software to track the enrollment of our adjudicated students. Once identified, Title I services are provided to remediate basic skills, support ongoing academic achievement, and prepare students for college and career. Parents are also encouraged to share insight into the educational needs of their children by participating in parent/teacher conferences, parenting classes, advisory groups, and school events.

The following is a brief description of the Title I areas of supplemental support provided to identified students:

**TITLE I PARAEDUCATORS:**

Title I Paraeducators provide daily academic support to students attending ACCESS county-operated institutional or community schools. They are assigned to classrooms where they work individually or with small groups of students to enhance access to the core curriculum, provide remediation of basic skills, and assist with test preparation.

**TITLE I TRANSITION PROGRAM:**

The Title I Transition Program provides academic, employment, and life skills assistance for at-risk youth attending an ACCESS institutional or community school. Transition Specialists meet with students to create personal and academic goals, discuss school credits, and teach job readiness skills. Transition Specialists likewise support students through the critical move between school placements. During this important stage, transition staff ensure students are connected to appropriate school staff to prepare them for their next academic environment. They provide support in group settings through classroom presentations on college, financial aid, career exploration, and interview skills. They also administer career assessments, and coordinate college field trips.

**TITLE I FAMILY ENGAGEMENT PROGRAM:**

The Family Engagement Program engages families in their children's education, supports family-friendly practices in our schools, and partners with the community to promote learning. Title I Family Community Liaisons (FCLs) are assigned to ACCESS community and institution school administrative units and provide a consistent support system for families while their child is enrolled in ACCESS. FCLs provide information, resources, and community referrals to assist families with meeting the educational needs of their children. Bilingual FCLs interpret for families at school meetings, graduations, workshops, and parenting classes.

**TITLE I TUTORING PROGRAM:**

The Title I Tutoring Program provides individualized academic assistance to youth who reside in group homes and juvenile institution facilities, or attend ACCESS schools throughout Orange County. Tutors work one-on-one with students to address their academic deficiencies in all subject areas, including school assignments and test preparation. Students are assessed using a variety of evaluative tools which provide the basis for the development of individualized academic goals and instructional lesson plans. Tutoring in the group homes typically occurs in the evening after school hours, while tutoring in ACCESS school sites takes place during the school day in a classroom environment.



## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Homelessness has a direct impact upon students' school success. To help lessen these barriers, the LEA uses LCAP and Title I, Part A funds to provide a variety of support and assistance. For example, enrollment appointments provide an opportunity to welcome the family to the school program and introduce them to the services available. Bilingual staff are available to assist families, and enrollment appointments can take place at a local shelter instead of the school office if that is more convenient for the family. During enrollment, a needs assessment is conducted to determine how the school program can best support the student. Students who qualify for McKinney-Vento assistance are contacted by a Title I Family Community Liaison (FCL) to explain the supports and services available to the family, and provide a packet of resources. A McKinney-Vento Referral Form is used to track the resources provided to the family. Resources such as bus passes to support school attendance, non-perishable food, clothing, hygiene, and school supplies are available at two Title I Resource Centers maintained by ACCESS, and FCLs deliver these items directly to the school sites to provide to families as needed. Students can also be referred for Title I tutoring and transition services to support the academic growth of homeless youth.

FCLs also refer families to in-house supports including clinicians, school nurses, Title I Tutors, Title I Paraeducators, and Title I Transition Specialists. In addition, they make referrals to community-based agencies that offer support to homeless families, such as shelters, food pantries, and medical/dental clinics, as well as government agencies, and programs such as Orange County Healthcare Agency, WIC, Cal-Fresh, and SNAP. In addition, through a unique partnership with the City of Orange, the Mercy House Family Care Shelter, and ACCESS, families who are unsheltered or living in motels are enrolled into Orange County's Coordinated Entry System which expedites transition into the shelter.

To provide ongoing support to address the needs of homeless youth and families, a Title I Community Resource Specialist position was created using funds through the mandated Title I set-aside for homeless students and aligns with the new requirements of ESSA that direct schools to link families with community-based resources. This position focuses on two critical tasks: building community partnerships to support families and identifying and tracking the services provided to determine effectiveness.

In addition, the LEA has implemented a Truancy Prevention Program to assure regular attendance. The program facilitates early identification of chronically absent students and provides for a tiered approach to interventions. Identifying barriers for homeless students reveals that transportation, high mobility, and lack of basic needs contribute to inconsistent school attendance. Therefore, the LCAP and Title I supports are targeted to these areas.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Title I Program in our LEA funds transition specialists in our alternative education program who provide individualized support to identified students to establish goals that will lead to their successful transition from an ACCESS school site back to their comprehensive school district, employment, and/or college. As approximately 92% the students in our program are in high school, transition specialists have established collaborative relationships with staff at local community colleges, local high school districts, and employment centers to streamline the process of connecting our students to these entities. For example, specialized college campus tours and priority registration are opportunities afforded to our students through connections made by the Title I staff. Often, students transition from our program back to their home district, and the transition specialists have established procedures specific to each local school districts to assist the students in the process of returning to their home district.

Transition specialists also administer career assessments to students to identify areas of interest and then assist students as they explore opportunities in the job fields. Based on students' interests, the transition specialist conduct classroom presentations, arrange for guest speakers to visit the classroom for Career Day, schedule college tours and career fairs, and coordinate field trips to local businesses and vocational school programs which exposes students to real-life job settings.

For our students who are eligible for dual or concurrent enrollment at a local community college, the transition specialists meet with students, and often their family members, to explain the opportunity, discuss the requirements, and refer interested students to a school counselor for enrollment. Once enrolled, the transition specialists and school counselors monitor the students' progress and provide ongoing support as they are taking the classes.



## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title I, Part A funds supplement the LEA's efforts toward student efficacy in digital learning by providing additional technology to Title I tutors working with students. Tutors use these devices to assist students with online assignments, internet research, keyboarding, report preparation, and positive digital citizenship. For students who bring devices to tutoring, the tutor helps to familiarize the student with the digital platforms as they navigate the online educational resources selected by the teacher for assignments.

Title I also encourages recreational, independent reading and promotes literacy skill-building by supporting the Accelerated Reader (AR) program. Through AR, students are able to earn credits based on their reading, and teachers are provided an assessment of the student's reading level. Accelerated Reader quizzes are available for fiction and non-fiction books, textbooks, supplemental materials, and magazines.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students enrolled in our institution schools are provided supplemental education services through Title I, Part D funding. These services include paraeducator support in the classrooms and tutors in the living units, as well as transition specialists who engage students in the school program upon entry, provide career and college guidance during their stay, and arrange for a seamless exit to the student's next school placement or the workforce. Our program thinks "exit upon entry," and works to offer students the tools they will need to learn new skills, grow in their academic and pro-social development, and successfully transition to their next school placement or work environment.

Title I paraeducators and tutors work closely with teachers and school administrators to offer students the focused attention necessary to help them achieve academic goals. Collaboration between the school and Title I instructional staff is essential to our program and allows us to support students effectively and in alignment with the curriculum. By focusing on individual students, Title I instructional staff can offer specialized assistance which enables students to experience academic

success and make real life connections with their learning. Teachers identify students for tutoring based on assessment scores and classroom performance, and tutors use this information to design individualized goals and lesson plans. Student progress in tutoring is communicated regularly with school staff and Probation staff. Students are also able to refer themselves to tutoring through a written request process, which Probation supports by allowing tutoring to take place in the living unit.

In addition, Title I, Part D funds support the literacy goals in our institution schools by purchasing recreational reading materials for the school library and by providing Title I library technicians who assist students with library activities such as report preparation, computer research, and selecting books for leisure reading. Teachers are also supported by the library technicians who provide them with a variety of materials to use in their classrooms to reinforce and augment the lesson plans.

## **Formal Agreements**

### **ESSA SECTION 1423(2)**

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA and the Orange County Probation Department have a long history of collaboration and mutual respect that has led to the development of a strong program of educational, transitional, emotional, and physical support for the youth who reside in the institutional facilities. Agreements exist between the parties to offer youth a comprehensive system of support with the goal of improving outcomes and reducing recidivism. Contact with students is coordinated and integrated for maximum effectiveness.

The Orange County Department of Education (OCDE) is the sole K-12 education provider for students who are placed by the Orange County Juvenile Court system into a juvenile facility. To establish the basis for the school program in these institutional facilities, a formal MOU was created between the Orange County Probation Department and OCDE to outline the expectations of an educational program for incarcerated youth, including the responsibilities of both parties as it relates to academics and safety and security parameters.

Contracts between the Orange County Probation Department and OCDE resulted in the development of a network of transitional and pro-social resources for youth involved in the juvenile justice system. Currently, three such contracts are in place to address issues related to academic transitions drug use, gang involvement, and emotional development. Staff from both entities work in partnership to support students while in the facility and after exit.

The Triannual Expulsion Plan serves as the formal agreement between OCDE and the 27 school districts in Orange County to establish OCDE as the entity responsible for providing educational

services to students who have been expelled. The agreement, approved by all 27 districts, outlines the expulsion process in the districts and the method by which students are referred to OCDE's Alternative Education program.

To support the needs of foster youth an MOU has been established between Orange County Superintendent of Schools and several school districts in Orange County to allow for participation in the Orange County Integrated Foster Youth Education Database. Eighteen of the 27 school districts have currently signed the MOU. The database provides comprehensive information regarding the educational histories of foster youth which enables schools to more closely monitor and track the academic progress of the youth regardless of where they may reside. Selected staff who work in the institutional schools have access to this information and provide it to the school to ensure the educational needs of foster youth are being met.

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Administrators of the LEA's institution schools meet monthly with Probation Directors to provide updates, obtain information, and discuss issues related to the educational program. Similarly, the school program receives information daily from Probation regarding the status of all students to ensure they are provided the most effective educational program and receive the transition services needed for enrollment support for the next school placement upon release.

Upon entry into the institutional program, school staff contacts the student's previous school to obtain a transcript and class schedule information. This information allows for a continuity of classes being assigned and ensures courses are in alignment with the student's path toward graduation. In addition, the school is accredited by Western Association of Schools and Colleges (WASC) and is visited by a team from WASC to validate that the school program is meeting the academic needs of students and providing the support services essential to student success.

The LEA has also established collaborative partnerships with districts throughout Orange County where information regarding school programs is shared, providing valuable knowledge about the courses of study available in the schools from which our students have recently transitioned. This awareness allows the institutional school program to maintain, to the extent possible, the educational path of the student, which contributes to the student's successful return to his/her former school placement.

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

At the time of enrollment in an institution school, the student is assigned a Title I Transition Specialist who works with the student to create academic goals, track progress, and collaborate with the School Counselor on the student's next school placement. Near time of release, the comprehensive school district or alternative education school is notified and an inquiry is made to determine the student's eligibility to return to the home district. Once the student exits the program, necessary school records are forwarded to the appropriate school personnel and contact is made with the new school and the parent to ensure a successful transition to the next educational placement. Title I Family Community Liaisons reach out to families during the student's exit to offer resources and discuss the transition process.

Through partnerships with local colleges and universities, students who graduate while incarcerated may enroll in a distance learning course or take a Career Technical Education (CTE) class. If students wish to pursue further college education upon exit, financial aid application assistance is provided by the Transition Specialists, and funds are set aside in the LCAP to help pay for college admission fees.

While in the institution, Title I Tutors, Paraeducators and Transition Specialists also work with students to help them identify career interests and inform them of their college opportunities. Students take career assessments and are provided guidance with resume writing and interview techniques.

After students exit the institution school, Title I staff continue to be a resource by contacting students directly to follow up on their progress and offer support, guidance, and resources. Often, during these conversations, the student will ask for help with tasks such as applying for a job or signing up for college classes, and a meeting will be arranged to provide this supplemental assistance. Additional services provided by the LEA to prepare students to be successful in their next school placements includes mental health counseling to encourage pro-social skills and healthy behaviors, and medical care to update immunizations and tend to basic health needs.

For students who leave the institution school and begin attending an ACCESS community school, their transition services are continued by a Title I Transition Specialist assigned to the new school site who provides support to adjudicated students.

Probation staff are also closely involved in the transition process for every student exiting the institutional facility. Transition staff collaborate daily with Probation officers to discuss and update transition plans, and regular communication with field Probation officers allows school staff to monitor a student's progress after exit and provide support where needed.

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students reentering ACCESS schools after being incarcerated face numerous challenges. Learning challenges include students with disabilities, students who have had truancy issues and have gaps in their academic skills as well as students who are English Language Learners. At-risk youth typically have motivation and perseverance issues that, when coupled with a lack of self-confidence, make academic challenges difficult to overcome. These youth also come with mental health challenges including Attention Deficit Disorder, behavior challenges associated with trauma they have experienced, as well as issues including depression, anxiety, and low self-esteem. Gang affiliation and substance use and abuse are also issues facing the youth we serve.

ACCESS programs include a robust mental health program with licensed clinicians (and interns) who are assigned to academic regions and satellite school sites. The clinical staff meet with students individually and provide group counseling. Along with teachers, each school region also has a school counselor, school psychologist and school nurse, transitions specialists, paraeducators and tutors assigned to address the numerous challenges our students come to school with every day. Services are coordinated through a Multi-tiered System of Support (MTSS). This systematic approach is designed to screen and identify each student's academic, social-emotional or health/nutrition needs. Tier 1 services are universal supports for all students. Tier 2 interventions are designed to be more intensive and Tier 3 are the most intensive. Mental health services are available on all tiers, but increase in intensity as the need dictates.

Academic interventions are designed in the same way. Students access more intensive tiers through a collaborative Student Intervention Team (SIT) process. School personnel, as well as parents and the students, work to identify strengths, weaknesses, and areas of needs. Interventions are designed to meet the unique needs of each student. Progress is monitored frequently and adjustments are made to the programming for the student to meet his or her goals. Each region also has family community liaisons who engage families and assist in identifying services a family may need. Transition specialists work with students to engage them in thinking about their future. Career exploration and learning soft skills that will increase their chances of being successful in college or career are the focus. ACCESS also has a Homeless Liaison and a Foster Youth Liaison to monitor and ensure students facing homelessness or who are in the foster care system are receiving services designed to meet their specialized needs. Strong partnerships with the Probation department and Social Services agencies are also utilized to ensure youth's needs are met. Social workers and probation officers are routinely invited to be part of Student Intervention Team meetings, as well as Individual Educational Plan meetings.

**Social, Health, and Other Services**  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students within the institutions have access to numerous services. Mental health services are provided in collaboration the health care agency as well as the ACCESS clinical program. Part of the transition services for students leaving the institution is a direct referral to other partner agencies, including school districts and community partners or agencies. As students with mental health services are transitioned to another provider, mental health services are maintained until the transition is complete and the youth is successfully linked. Students can also receive referrals to community medical services. School nurses are available to meet with and provide resources for prenatal youth, address health care issues including eye exams/glasses, and assist in identifying and signing up for various health care plans (Medi-Cal, Cal Optima etc.).

To promote academic progress, school counselors work with the students to understand graduation requirements, as well as the graduation requirement waiver process for students who may be homeless, identified as foster youth, and previously incarcerated. School counselors and transition specialists also assist students with referrals or applications for college and career awareness and exploration, financial aid, applying to a community college or vocational program. Students also have access to foster youth and homeless liaisons as appropriate, to assist with transitional needs. Transition specialist's also assist in the students' transitions by notifying school districts of student release dates, transcripts and school records. Parenting classes are available throughout the year at regional school offices, and students are able to participate in specialized programs such as Career Success Week, Summer at the Center and the Freeway League sports program. All programing is designed to engage youth and parents in healthy, pro-social activities.

## **Postsecondary and Workforce Partnerships**

### **ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The juvenile institutions have partnerships established with several local community colleges and universities in Orange County to provide incarcerated students with on-site learning, online distance-learning, and field trip opportunities. In some cases, university instructors come to the institution to teach the college classes. Students are able to enroll in these college courses to establish a foundation of higher education which they can continue to pursue following their transition out of the institution. Eligibility for these courses is determined collaboratively by school and Probation staff and is based upon the student's grade level, behavior, and interests. The school counselor, Safe Schools staff, and Title I transition specialists discuss certificate and degree options with the students and



assist in the enrollment process for these courses each semester and track student progress. Title I tutors and paraeducators provide instructional assistance to enrolled students, and class materials are supplied using funds from the Probation Department.

Through arrangements with the ROP Program in Orange County, students in the juvenile institutions are also able to enroll in on-site ROP courses such as culinary arts, landscape design, and career exploration. These courses allow students to experience hands-on learning in growing industries from professionals in the field. These courses are popular among students and connect them with job opportunities and business contacts following graduation and exit from the facility.

After students exit the correctional facility, they are encouraged to continue their post-secondary education and job training programs through support from Title I Transition staff who provide ongoing case management, which can include college course registration, applying for financial aid, and researching career opportunities. Similarly, connections with local vocational education programs in the county allows Transition staff to present students with options for continued career exploration in various trades.

For students pursuing employment, a well-established partnership between the LEA and a local organization dedicated to workforce readiness provides a wealth of services to students in the form of business attire, resume preparation, and interview skills.

## **Parent and Family Involvement**

### **ESSA SECTION 1423(8)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The institution school programs involve families in an organized, on-going, and timely manner in the planning, review, and improvement of programs regarding family engagement, including the School's Family Engagement Policy and development the revision of school-wide program plans. An annual meeting for families is convened to inform them of the school's participation in Title I Programs, requirements of family engagement, and the rights of families to be involved in their child's education. Title I Annual Meetings are held in conjunction with parent events at the institutions, and we offer a flexible number of meetings to accommodate the diverse schedules of our families. In some instances, these events, which are held in conjunction with weekend visiting hours, allow parents an opportunity to tour the school and learn about the curriculum, instruction, and academic supports available to students. Parent-Teacher-Student Association (PTSA) meetings are held during the lunch hour to allow families and Probation staff to attend. Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card (SARC), available on the LEA's website. Additional information on curriculum, standards, and assessment is provided to families at school events and the Title I Annual Meeting. The Youth Correctional Education Program (YCEP) also conducts a School Site Council where parents are provided with information regarding the school program and can offer their input on school funding decisions.

The bilingual Title I family community liaisons (FCLs) offer community resources to families of students in the institutions schools and provide them information regarding how their child is doing in school and ways the families can support academic achievement. Additional resources to support parents are also provided at workshops, parenting classes, the Title I Annual Meeting, and are available on the LEA's website. The school administrators also work with collaborative partners to educate their teachers in the importance of including families in the educational program and effective methods of connecting with families of incarcerated youth.

Parenting classes are available to parents of current and former institution students. Funds from the Orange County Probation Department and Title I Program help pay for these classes that encourage effective communication between parent and child and focus on preventing delinquency and improving educational outcomes. Parents learn to build on existing skills, set boundaries for their child, and establish appropriate consequences to strengthen family relationships and create positive outcomes for the youth. Classes provide culturally-sensitive, experiential activities for parents to boost self-confidence in their ability to parent effectively and reduce recidivism.

Title I transition specialists and FCLs in the institution schools also encourage involvement in the educational process by contacting families to discuss their child's academic goals and next school placement. For students whose goal is to attend post-secondary education following incarceration, the transition specialists work with the families to assist with admission applications and the financial aid process. Transition specialists and FCLs also coordinate with Probation staff to host an Open House in the school's Academic Counseling Center inside juvenile hall where parents can meet staff, learn more about the school program, and gather community resources.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our Title I, Part D program works collaboratively with several agencies, programs, and community partners to ensure coordinated services for students in the institution schools. Providing students with opportunities to explore career paths, learn new skills, and advance academically is of paramount importance to all stakeholders, and collaborations are designed with those outcomes in mind. Stakeholders include the Probation Department, Social Services, the Juvenile Court division of the Orange County Superior Court, Foster Youth Services, Orange County Health Care Agency, local vocational exploration programs, and various community agencies.

To ensure coordination of services, a monthly meeting is held with participants from the Title I Transition Program, the Title I Family Engagement Program, Title III EL Program, Special Education, Foster Youth Services, Orange County Probation, Safe Schools, the ACCESS Attendance and



Records division, and institutional school administration. The purpose of this regularly scheduled meeting is to align our transition processes across institution schools, problem solve, share resources, and create ongoing best practices for effectively supporting students during their stay and after exit. Representatives from other programs, educational agencies, and divisions also attend to provide expertise in their field. This team approach to creating positive student outcomes allows for flexibility and innovation between stakeholders and establishes consistent practices among institution school sites.

Our Title I, Part D program also partners with the Probation Department and local community colleges to provide students with opportunities to take classes and tour campuses in an effort to provide students with post-secondary education experiences. The school counselor and the transition specialists collaborate with Probation staff to enroll eligible students in college courses and ROP classes and monitor their progress.

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW**

For students preparing to exit a correctional facility and enter a new educational environment, the school works closely with Probation Officers to ensure the most appropriate school placement. Communication between the school and Probation takes place daily to discuss student progress, and administrators from Probation attend monthly team meetings with school staff to share in the conversation regarding student transitions.

Once students leave the facility and are assigned their field Probation Officer, Title I transition staff connect with this individual to assist in monitoring the student's progress in the new school environment. Should the team learn that a student is not attending school regularly or academic performance is suffering, Probation staff address the issue with the student and Title I staff contact the family to determine if additional resources are needed to assist in making positive choices. For students attending an ACCESS community school, referrals can be made to Title I for tutoring services and the teacher is contacted to discuss recommended areas of support. This wraparound approach to building student success provides for a safety net of resources while also allowing the students to take ownership of their success by teaching accountability and encouraging self-efficacy.

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All students with disabilities within the institutions are assigned a case manager. Within 30 days of a youth entering the institution, an IEP is held and the district of residence (DOR) is invited to participate. At that meeting the IEP team discusses the student's placement upon release. The decision is noted in the IEP and contact information is provided for enrollment if the student is returning to their DOR. In the weeks that follow, the school psychologist or case manager meet with Probation staff often to jointly monitor progress toward the release date and discuss the student's behavior in the living units to determine if additional supports are needed.

When a student is close to release or is released, the case manager will send a note to the DOR notifying them the student has been released. The case manager is responsible for closing out the file and sending it to the Special Education (SPED) Records Center. When the student returns to the district, the electronic file is requested by the district and released by the SPED Records Center.

If a student will be returning to or enrolling in an OCDE/ACCESS school placement, that information is also noted in the IEP, and the school administrator and special education administrator are notified of the release date. SPED administration identifies a new case manager in the community schools and a transition is initiated. When the student is released, the current case manager notifies the SPED administrator and new case manager. The SPED administrator notifies the site administrator of the release and a transfer is done.

If a student does not stay in the institution long enough for a 30-day IEP meeting to be held, the case manager will notify the DOR that the student has been released and should be re-enrolling with them. Districts are also given the option of referring the student to the ACCESS program if returning to the district is not an option, or not in the best interest of the youth.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students attending an institution school will meet with a Title I transition specialist to determine next school placement, and we recognize that for some students this placement may not occur at a traditional public school program. Upon entry into the institutional school setting, a transition plan is developed using the student's school history, credits earned, assessment scores, and input from the student, parent, and Probation staff. The student and transition specialist meet regularly to monitor the plan's implementation and discuss academic progress and goals.

The aim of our program is to have a plan for each student as they leave the institution; therefore, we partner with local college institutions, school districts, and career technical schools in order to provide students with options. Transition Program staff also use their professional connections within the academic community to actively pursue new opportunities where our students can continue their education. In addition, staff attend resource fairs where they learn about new academic organizations and share information about our program with others who might be in a position to design a program to accommodate our student population.

The LEA's Alternative Education Division, ACCESS, is a popular alternative for students who are unable to return to their comprehensive district or attend a traditional public school. To accommodate the geographic needs of students, there are numerous ACCESS school sites located throughout Orange County with each site providing a WASC-accredited, K-12, State Standard curriculum. Another option for older students seeking to earn their high school diploma is the Orange County Department of Education's College and Career Preparatory Academy (CCPA). CCPA enrolls students ages 18 to 25 who can benefit from an academic program that offers flexible scheduling, career planning, and workforce preparation.

In addition, our institution schools also administer the HiSet on-site as an alternative to graduation for those students who wish to earn a certificate and go on to college and/or join the work force after release. However, many students who pass the HiSet and earn their certificate of completion are encouraged by their success and choose to continue their studies in pursuit of a high school diploma.

Local community colleges also provide high school diploma programs, which are located throughout the county and offer a free program with flexible schedules to students who are over 18 and wish to continue to work on their diploma. This opportunity is shared with our older students as an option for completing their high school studies.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our LEA system of professional growth and improvement begins with careful analysis of student achievement data, input from administrators, teachers and stakeholders, as well as surveys and interviews with students. Planning for professional growth opportunities is tied to our commitment to the increased capacity of all instructional staff in order to provide a robust and rigorous academic program that prepares students with the 21<sup>st</sup> century skills necessary to graduate from high school, fully prepared for success in college and career.

Based upon this analysis of strengths and areas of growth from our needs assessment, our LEA has partnered with the Schoolwide Integrated Framework for Transformation Center (SWIFT) Education Center. SWIFT is a national technical assistance center that builds school capacity for equity-based

inclusion—that is, an educational system that values every student as a member of the neighborhood school and that has the infrastructure and practices in place to provide academic and behavioral supports to improve the outcomes for all students, including those with the most extensive support needs. SWIFT provides differentiated technical assistance, consultation, coaching and support to our LEA leaders to support installation of SWIFT Education Center's Inclusive Framework in six administrative units/areas. Services provided to Principals and other ACCESS leaders is differentiated based on local strengths and needs to facilitate progress toward planned outcomes. The primary goal is to align system-wide support to create a fully integrated system where all students are fully valued, welcomed, well supported, and engaged in learning. Our collaborative work with SWIFT has produced growth in leadership capacity and has formed our LEA's approach to future professional development as seek ongoing growth and improvement.

Teachers have also benefited from the outcomes of this partnership and are increasing in their instruction capacities and leadership skills. SWIFT technical assistance supports our teachers as it seeks to ensure excellent and equitable teaching and learning environments for all students to provide a training infrastructure for the California Scale Up MTSS Statewide (SUMS) Initiative. A multi-tiered system of support (MTSS) is a continuum of research-based, system-wide practices paired with data-based decision making to meet the academic and behavior needs of all students, including those with the most extensive support needs. Additionally, all teachers have been trained in the use of Restorative Practices which can be seamlessly integrated into the classroom, curriculum and culture of schools, and how they can help transform schools to support the growth, safety and health of all students. Teachers on Special Assignment (TOSAs) are actively coaching teachers in their classrooms in the areas of Science, Mathematics, English-Language Arts, History and Social Science, as well as educational technology, to ensure that our adopted curriculum programs in these areas are implemented with fidelity and consistency in each of the LEA schools.

In addition, as an LEA identified for Differentiated Assistance, our team is committed to continuous improvement in support all students, particularly those with the greatest needs. This work is being done with the support of our County Office of Education and in collaboration with other COEs through consortium work. Increasing both leadership skills and instructional capacity are the guiding principles for the work that is being done and the professional development that will be offered to our staff.

In summary, the collaboration and partnership with SWIFT has created the both the philosophical and foundational premise as well as the infrastructure to support ongoing professional growth and improvement at all instructional levels ensuring that we provide a rigorous and equitable academic program in support of student achievement. Restorative Practices support the goal of meeting the needs of the whole child, and the TOSAs provide ongoing and personalized coaching for teachers in core content areas. Comprehensive Support and Improvement planning and its funds, and Differentiated Assistance further support and guide our efforts. Combined, our LEA is providing a system of professional development that is evidence-based, aligned with our needs, and supportive of our students in all areas of their growth and achievement.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our LEA will prioritize funding based upon:

- The method and criteria established by the LEA for using State funds for professional development and supplemented by Federal funds
- The identified goals and areas of growth as identified in our needs assessment
- The specific student groups with the greatest need for support and intervention to support their academic achievement and resource equity.
- Input from stakeholders, including leadership, administration, teachers, classified staff, parents and students
- Identified interventions that are evidence-based, with demonstrated success in alternative, “like” program
- Alignment with the goals and priorities set forth in our LEA’s LCAP, School Plans for Student Achievement, and WASC reports.

**Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our LEA will continue its work with SWIFT, our County Office of Education’s Educational Services department, and our County Office of Education’s Differentiated Assistance consortium throughout the year to review data and analyze the impact of implemented interventions and professional growth opportunities. School administrators and instructional staff will also regularly evaluate performance data in Professional Learning Communities to collaborate on effective implementation of interventions, cross-program training, and trends impacting student achievement.

This ongoing process of examination and genuine reflection will also provide guidance for any modifications needed and allow for the identification of other data needed in order to fully support and measure the progress that has been made.

**TITLE III, PART A**

**Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ACCESS has analyzed data and determined that all of our teachers are credentialed in their authorized area of instruction. In addition, 100% hold a special certification to teach English Learners. This ensures that our students are taught by effective teachers. ACCESS will continue to recruit and maintain highly qualified staff to ensure all students are taught by effective teachers.

In the 2019-2020 school year, the focus will continue to be the full implementation of both integrated and designated English Language Development (ELD). This will ensure English Learners (ELs) have access to core content to increase their subject matter knowledge and reach high academic standards and become proficient in English.

OCDE's approach to integrated ELD is incorporating strategies from Constructing Meaning (CM), which includes (a) explicit language instruction of both domain-specific and functional language and (b) tools to support academic reading, writing and conversation across the disciplines. OCDE's curriculum for designated ELD continues to be our district-developed Monthly English Language Development (MELD) curriculum.

LCFF funds will be used to provide administrators, teachers and teacher leaders with monthly trainings in CM strategies to increase their teaching skills and knowledge of language development. The trainings are meant to help increase our reclassification rates. LCFF funds will also be used to provide additional stipends for ELD Lead teachers who will receive monthly PDs where they will look at EL data, including ELPAC scores and site based benchmark assessments, to monitor the progress of ELs and address specific gaps in learning. Furthermore, ELD Leads will look at the data for RFEP students to analyze their continual progress and provide them with appropriate supports. Principals will be invited to join the ELD Leads at the monthly meetings and PDs to ensure implementation of ELD, reclassification, and monitoring of student progress. The principals and their ELD Leads will take what they have learned during the PDs and implement the strategies at their Areas to ensure equitable access for EL students.

All EL supports are reinforced throughout the year through continual PDs, coaching, lesson demonstrations and reinforcement of strategies by the specialist, manager and site admins. In addition, the EL team will provide trainings to the Action Group on EL related issues including data, reclassification criteria, EL Roadmap, ELA/ELD Framework, ELD Standards, ELPAC scores, ELD curriculum, EL site walkthroughs, and parent meetings.

Classroom walkthroughs and observations during the 2018-2019 school year revealed gaps across school sites in levels of implementation of both integrated and designated ELD. As a result, we will continue to work with the seven ELD Lead teachers in 2019-2020 to work with principals to identify areas of improvement and provide targeted, classroom-based supports for the specific needs of the new Areas.

Title III funding will be used to hire and train English Language Support Assistants (ELDAs) for above and beyond support for our EL students. We will provide PD to ELDAs that are assigned to each Area to assist with the implementation of iELD and dELD. The ELDAs will also be trained to provide small-



group and one-on-one support to EL students in both integrated and designated ELD under the direction of the classroom teachers.

The program specialist for EL Services and EL Manager, who are partially funded by Title III, will provide an additional layer of support to teachers. They will be funded on a split basis with state and federal funding. Time accounting logs will be maintained to account for the state and federal funded portions of the salaries. The Title III funded responsibilities of the specialist and program manager will include revising the MELD lessons to make them culturally and linguistically responsive for our EL population and providing coaching to teachers for the implementation of both integrated and designated ELD.

To summarize, ELs at OCDE will become proficient in English and reach high academic standards via full implementation of both integrated and designated ELD. Four groups will be targeted for professional development: ELDAs, teachers, ELD Leads (teacher leaders), and district administrators (principals/assistant principals, coordinators, directors). Lesson studies surrounding best, first instruction with integrated iELD and dELD will be modeled and discussed during monthly PDs so that students are provided with equitable access to the curriculum. Title III and other classroom observation data will be shared with principals, directors and the assistant superintendent to monitor progress, identify strengths, and address and close the opportunity gaps for ELs.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Due to the fact that immigrant students at OCDE are primarily at the emerging language proficiency levels, we will continue to use immigrant funds to purchase the textbook *Weaving it Together*, mostly level 1 but also levels 2-3. This is a supplementary textbook that we provide our immigrant students to take home to extend their language learning beyond the school day. The textbook integrates grammar instruction with reading and writing activities and is written for, and appeals to our OCDE immigrant student population: high school students with low levels of English proficiency. Also, immigrant students may have holes in their educational progress as they constantly change their educational setting. For this reason, technology and educational software will be purchased to help students access rigorous content with grade level readings. Furthermore, we will hold quarterly meetings with parents of immigrant students to provide trainings on how to effectively navigate the educational system in the U.S.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

ACCESS provides iELD and dELD for our English Language Learners. Our approach to integrated ELD is incorporating strategies from Constructing Meaning (CM), which includes (a) explicit language instruction of both domain-specific and functional language and (b) tools to support academic reading, writing and conversation across the disciplines. Our curriculum for designated ELD continues to be our district-developed Monthly English Language Development (MELD) curriculum.

In addition to our ELD curriculum, we will support our ELD Leads, administrators and ELDA's with trainings that will provide them with effective instructional strategies. We will continue to revise our designated ELD curriculum, provide model lessons, look at data for improving instruction, partner with community organizations and engage parents through ELAC, DELAC and parenting classes.

ELD Leads (teacher leaders) in collaboration with the EL Team will continue to provide professional development and support to teachers in their Areas as they have done in the past. Our PDs will focus on part I ( Interacting in Meaningful Ways) and II (Learning About How English Works) of the ELD standards. Developing the ELD Leads' capacity to identify, reflect on, and encourage best, first instruction will be critical in addressing our staff development needs districtwide. The ELD Leads, administrators and other teachers will be invited to attend the EL trainings provided by the staff at the OCDE Humanities department and the ACCESS EL Team. Additionally, the ELD Leads will be engaged in lesson studies that will give them model lessons to support other teachers in their Areas.

In addition to ELD Lead meetings throughout the year, we will continue with our classroom walkthroughs to ensure that we are providing the support needed for our EL students to meet the academic rigor provided in their classrooms. The administrative team from each Area will participate in the classroom walkthroughs that will be held two times a year. The data gathered will be utilized to inform our PD practices. Directors and the Assistant Superintendents will be invited to attend and participate during these visits where we identify areas of strength and weakness and based on this information, decide on best supports for students.

Furthermore, we will continue to use student data to inform our instructional practices and coaching goals. On-going PD is continually provided to address gaps in our teaching of the MELD (dELD) curriculum through the identification of student outcomes on state and local assessments. The EL PDs will ensure continued dialogue around strong instructional practices, deepening implementation of integrated and designated ELD, and ultimately ensuring that ELs learn English and reach high academic standards.

In addition to providing professional development and classroom-based support, we will train our English Language Development Assistants (ELDAs) to provide support services to our EL students in the classroom under the direction of the classroom teacher.

ACCESS believes that the most effective programs include parent participation. Therefore, beyond our LCFF and Title I funded parent education programs we will use a portion of our Title III funding to provide trainings to parents of our EL students. These trainings will address topics such as navigating the U.S. educational system, advocating for incarcerated students or students who are under



probation and cyber safety. ELD Leads and their administrative team will hold English Learner Advisory Committee (ELAC) meetings. We will also hold monthly District English Learner Advisory Committee (DELAC) meetings to inform parents of policies related to EL students and also gain parent input on our current programming for EL students. Additionally, the EL Services Team will partner with the Area principals to provide support during the Padres Unidos parenting meetings. Partnering with Padres Unidos has the potential to help us reach more parents and increase our parent involvement. Meetings will be held throughout Orange County and at different times to accommodate parents' schedule.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

ACCESS EL Team provide training to site admin and ELD Leads on how to access student data and scores for the ELPAC, iReady and SBAC. These scores will be reviewed monthly and the results will be broken down and disseminated to the teaching staff. Student data will be used by the teaching staff to provide targeted instruction to their EL students.

Each principal, in partnership with the EL team, will identify a reclassification goal for their Area. Areas that do not meet their goals for English acquisition and progress for ELs will be provided assistance from the administration team, ELD Leads and the EL Team.

In addition to the state summative assessment, each site is required to implement formative reading assessments for all EL students. The reading assessment results will inform the teacher on how to best support their students. Site administrators and staff will be required to attend a Construction Meaning training refresher yearly and other trainings as needed to ensure that EL students are provided with the appropriate scaffolds to reach English proficiency.

Every site administrator will be required to do EL instructional walkthroughs together with directors and the EL team to check for implementation of effective designated and integrated ELD. Analysis of the walkthroughs is reviewed by site and district administrators in an effort to provide additional professional development in the identified areas of need.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

After consultation with stakeholders and an examination of our assessment data, a decision was made to transfer Title IV, Part A funds into the LEA's Title III, Part A Program to support the needs of English Learners. This course of action proved beneficial to our EL students in the 2018-19 school year, and the LEA feels confident these funds will continue to be utilized effectively for this subgroup. Therefore, this transferability option will also be exercised in the 2019-20 school year.

2019-2020 Summary of LCAP Identified Areas for Increased or Improved Services for Students

<b>Conditions of Learning: State Priorities 1, 2, 7, 9, and 10</b>	<b>Pupil Outcomes: State Priorities 4 and 8</b>	<b>Engagement: State Priorities 3, 5, and 6</b>
<p><b><u>Priority 1: Basic Services</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate the technology infrastructure for needed upgrades (A.1-1)</li> <li>• Maintain ongoing monthly cost for site connectivity (A.1-2)</li> <li>• Expand the implementation of California State Standards-aligned texts and materials and provide professional growth opportunities to attend trainings focused on 21<sup>st</sup> century skills (C.1-1)</li> <li>• Complete site repairs within two weeks and continue monthly safety reports (C.3-1)</li> <li>• Maintain funding for clinicians, counselors, and school nurse (C.4-3, C.4-4, and C.4-9)</li> </ul> <p><b><u>Priority 2: Implementation of State Standards</u></b></p> <ul style="list-style-type: none"> <li>• Continue to meet the federally-defined targets for EL students (Goal C.1 metric)</li> <li>• Increase the number of college and career placements for Deaf and Hard of Hearing (D/HH) students (Goal C.2 metric)</li> <li>• Provide ongoing training of curriculum materials for ELA, Social Science, Science, and Math (C.1-9)</li> <li>• Continue to create, revise, post online, and implement designated ELD using MELD curriculum (C.1-13)</li> <li>• Continue the implementation of ACCESS-adopted curriculum and California State Standards that incorporate technology (C.1-1)</li> <li>• Increase student usage of GradPoint Online Learning Solution with options for A-G courses (A.2-3)</li> </ul>	<p><b><u>Priority 4: Pupil Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Provide on-going professional development (C.1-1)</li> <li>• Increase independence for Special Schools students (Goal C.2)</li> <li>• Continue to meet federal targets for English Learners (Goal C.1 metric)</li> <li>• Increase student attendance in ACCESS Community Schools (Goal B.1 metric, Goal C.4 metric)</li> <li>• Increase graduation rates (Goal C.1 metric)</li> <li>• Decrease dropout rates (Goal B.1 metric)</li> <li>• Expand tutoring support (C.1-4)</li> <li>• Maintain English language development support (C.1-5)</li> <li>• Increase the number of college and career placements for D/HH students (Goal C.2 metric)</li> <li>• Maintain funding for iReady to assess and monitor student progress (C.1-15)</li> <li>• Continue funding for a reading specialist and paraeducator (C.1-16)</li> </ul> <p><b><u>Priority 8: Other Pupil Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Increase staff and student utilization of technology in instruction, learning, and assignments (Goal A.2)</li> <li>• Increase student usage of GradPoint, ULS, News2You, and other online educational software resources (Goal A.2-5, A.2-7)</li> </ul>	<p><b><u>Priority 3: Parent Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Offer Parent Information Nights in each Community School AU in the fall and spring (B.1-3)</li> <li>• Provide parent training events (B.1-2)</li> <li>• Expand the use of School Messenger System (B.1-1)</li> <li>• Offer translation and interpretation services for parents (B.1-3)</li> <li>• Continue to utilize parent surveys to effect change (B.1-5)</li> <li>• Implement Aeries.net to provide parents with access to student academic information (B.1-4)</li> <li>• Provide training related to parent participation in the IEP process (B.1-7)</li> <li>• Continue to provide parents/guardians with ongoing school notifications (B.1-8)</li> </ul> <p><b><u>Priority 5: Pupil Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Increase student attendance in ACCESS Community Schools (Goal C.4 metric, Goal B.1 metric)</li> <li>• Decrease dropout rate (Goal B.1 metric)</li> <li>• Increase graduation rate for students with 160 credits by September 1<sup>st</sup> (Goal C.1 metric)</li> <li>• Expand student participation in co-curricular activities that extend learning into the community (B.2 metric)</li> <li>• Increase access and usage of technology (A.1-2)</li> </ul>

<b>Conditions of Learning:</b> <b>State Priorities 1, 2, 7, 9, and 10</b>	<b>Pupil Outcomes:</b> <b>State Priorities 4 and 8</b>	<b>Engagement:</b> <b>State Priorities 3, 5, and 6</b>
<p><b><u>Priority 9: Expelled Youth</u></b></p> <ul style="list-style-type: none"> <li>• Address and facilitate district-wide discussion of the gaps in the current Countywide Expulsion Plan (B.4-1)</li> <li>• Monitor the Countywide Expulsion Plan (Goal B.4)</li> </ul> <p><b><u>Priority 10: Foster Youth</u></b></p> <ul style="list-style-type: none"> <li>• Complete 85% of Education Progress Reports (EPR) for Orange County foster youth (B.5-1)</li> <li>• Continue funding Foster Youth Services Manager and Educational Liaison (B.5-3)</li> <li>• Provide transportation funding in order to maintain appropriate school placements (B.5-6)</li> <li>• Implement Orange County Integrated Foster Youth Education database (B.5-2)</li> </ul>		<p><b><u>Priority 5: Pupil Engagement (Cont'd)</u></b></p> <ul style="list-style-type: none"> <li>• Increase student participation in CAASPP assessment (Goal C.1 metric)</li> <li>• Design and implement MakerSpace labs (C.1-11)</li> <li>• Fund four community school clinicians (C.4-3)</li> <li>• Fund five School Counselors (C.4-4)</li> </ul> <p><b><u>Priority 6: School Climate</u></b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students that meet the overall behavioral annual goals in their IEPs (Goal C.2)</li> <li>• Continue implementation of the Progressive Intervention Plan that supports MTSS (C.4-11)</li> <li>• Maintain on-going case management of homeless students and families (C.4-5)</li> <li>• Continue to train Special Schools staff trained in BASIC, Assistive Technology, and Augmentative Communication (C.2-4)</li> <li>• Continue to enhance school safety as needed and hire three school safety personnel (C.3-4)</li> <li>• Provide Restorative Practice Training (C.4-12)</li> <li>• Recruit and hire a program specialist and paraeducator to support the work of MTSS (C.4-13)</li> <li>• Recruit and hire a gang intervention specialist to support safe and positive school climates (C.4-14)</li> </ul>

**Facility Inspection Tool – ACCESS Community School Sites**

This tool inspects school facilities and determines the repair status using the ratings of good condition, fair condition, or poor condition. The items inspected are as follows:

- Systems (i.e., air conditioning, heating, etc.)
- Interior (i.e., walls, ceiling tiles, flooring)
- Cleanliness
- Electrical
- Restroom / Drinking Fountains
- Safety
- Structural
- External

<b>School Facility Good Repair Status, 2018-19</b>			
<i>Items Inspected</i>	<i>Repair Status</i>	<i>Items Inspected</i>	<i>Repair Status</i>
Systems	Good	Restrooms / Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent completion of the Inspection Tool			11/15/2018
Completion date of deficiencies			NA

## Local Control Accountability Plan

### Parent Survey Results

May 2019

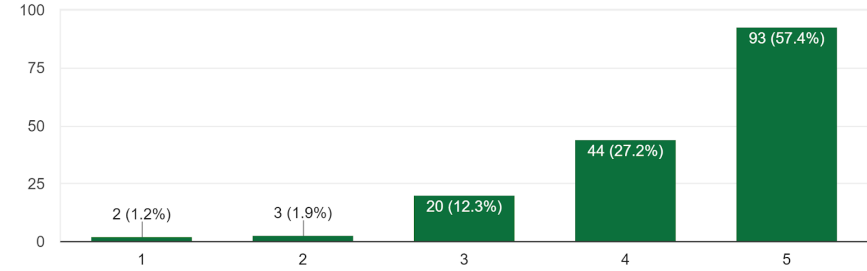
(166 Total Surveys Received)

*Participants may choose to skip questions, causing responses to total less than 100%. Similarly, on multiple select questions, participants are allowed to select “all that apply,” therefore, the total number of responses can add up to more than 100%.*

**School Climate:**

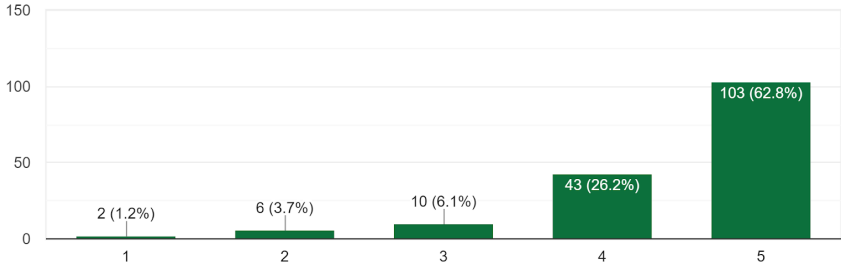
The school climate meets the educational needs of my child.

162 responses



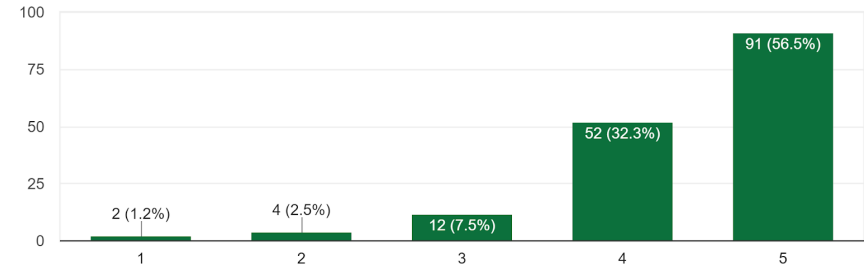
The school is a safe place for my child.

164 responses



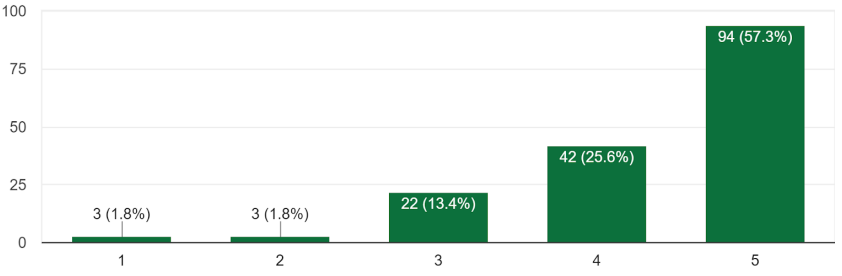
I feel my child is making academic progress.

161 responses



I feel my child is making progress in his/her behavior and attendance.

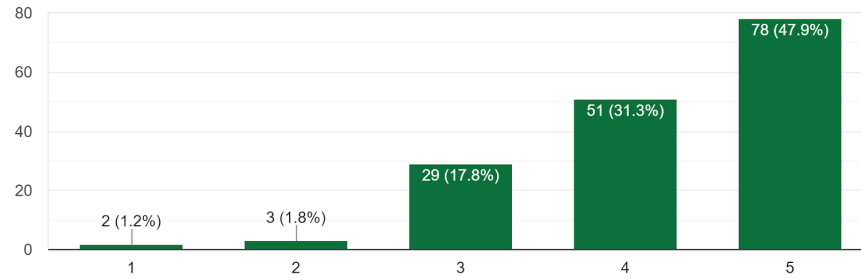
164 responses



1 = Strongly Disagree; 5 = Strongly Agree

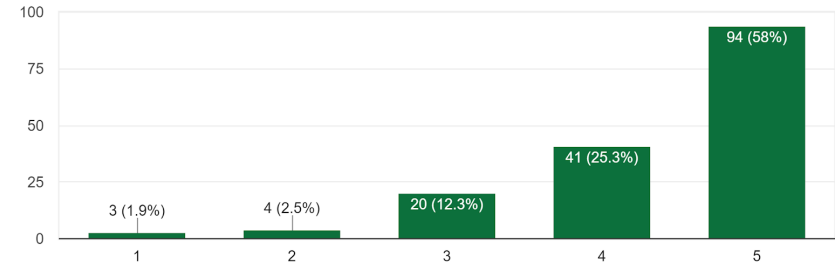
My child is being prepared for college, career, and/or life.

163 responses



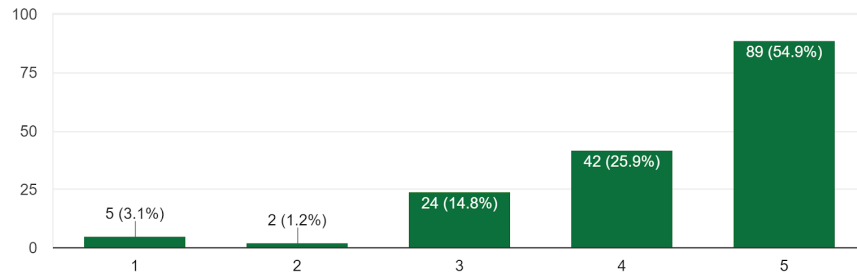
Communication from the school is timely and consistent.

162 responses



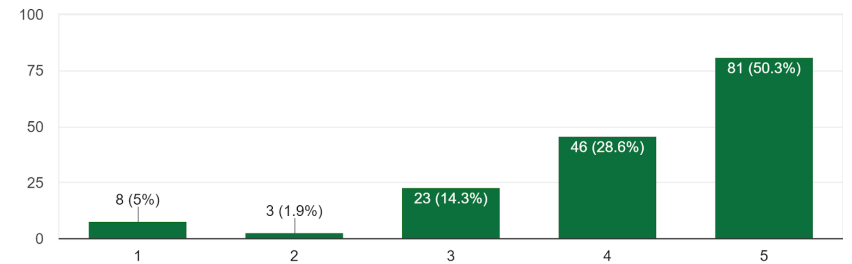
I am informed about how my child is doing at school.

162 responses



I am aware of opportunities to be involved at school, if interested.

161 responses

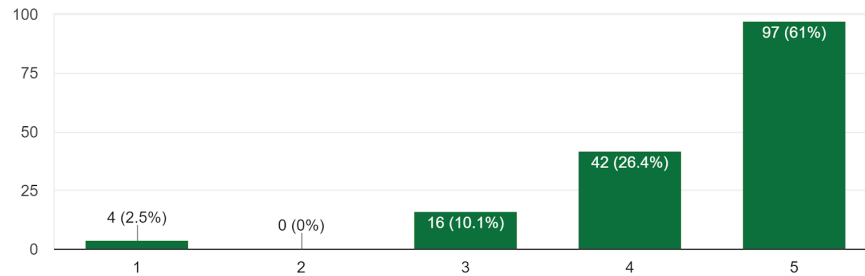


1 = Strongly Disagree; 5 = Strongly Agree



I am in agreement with the priorities of the ACCESS school program:  
 Technology, Parent/Student Engagement...College, Career, and Life Readiness.

159 responses



1 = Strongly Disagree; 5 = Strongly Agree

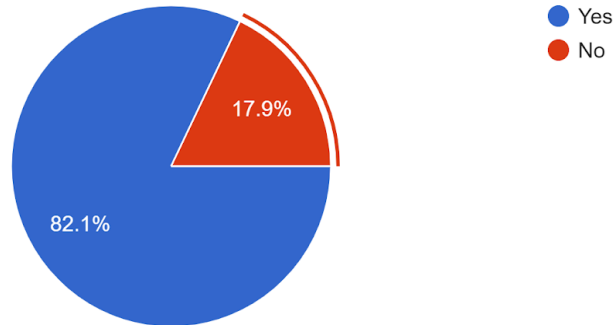
If you marked any item as “Strongly Agree” or “Strongly Disagree,” please share how the school can improve in this area. Below is a sample of comments:

- *“The school is wonderful and very open.”*
- *“The school and staff are fantastic.”*
- *“The school can improve by having PE, trade classes, and more parent meetings.”*
- *“The school can improve by moving to a safer location, there are too many homeless that cause damage to the school.”*
- *“I appreciate some staff for meeting my children’s basic educational needs, but some teachers need to care more about the students.”*
- *“From what I see in my daughter, she likes school and has made great academic progress.”*

**Parent Involvement:**

I have met with my student's teacher.

162 responses

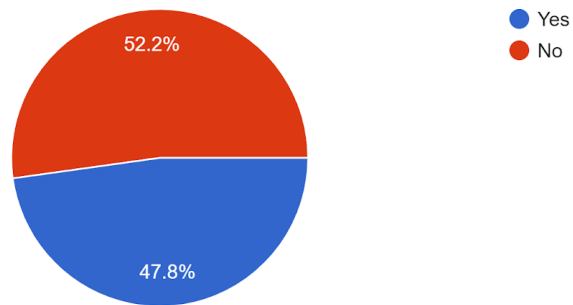


If the answer to the above question is yes, how did you meet?

- *"In Person."*
- *"At enrollment and meetings."*
- *"At a conference with the teacher."*
- *"By phone, email, and face to face."*
- *"At orientation."*

I have been offered parenting classes.

159 responses



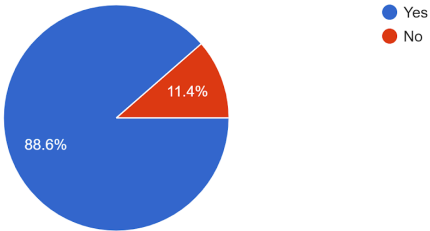
I have attended the following school events:

- *“Parent Nights and PTAC.”*
- *“Disciplina Positiva meetings.”*
- *“Art Show.”*
- *“Parent meeting.”*
- *“Talent Show.”*
- *“Field Trips, college tours, events on campus.”*
- *“Mock Trial.”*
- *“Orientation.”*

**Technology:**

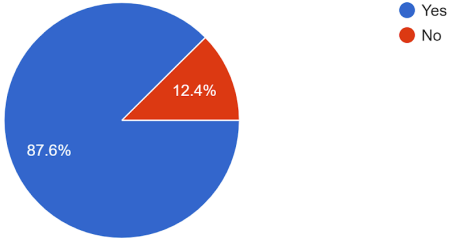
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

158 responses



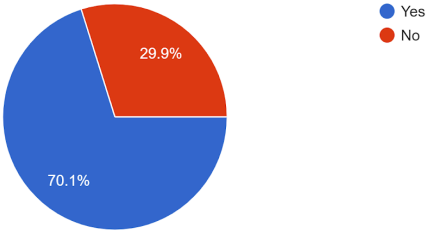
Do you have internet access at home?

161 responses



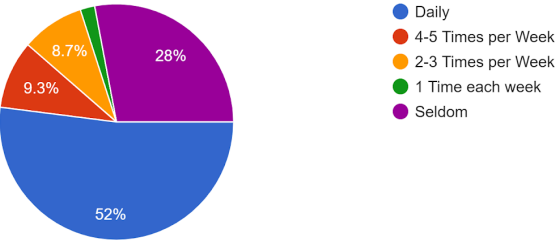
Do you have internet access and computer access at work for communicating with school?

154 responses



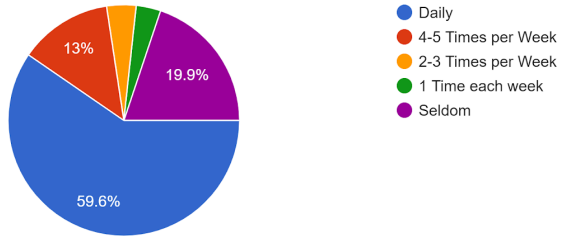
How often do you use a computer at home?

150 responses



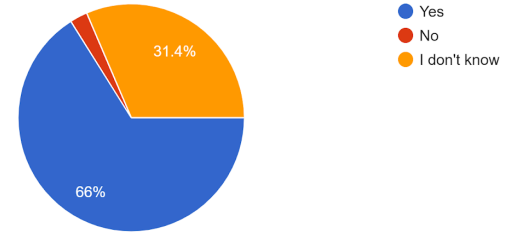
How often does your child use a computer at home or outside of school?

146 responses



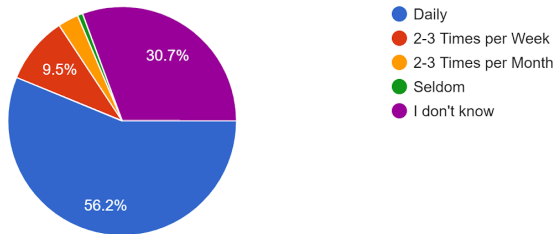
Does your child's teacher use a computer for instruction?

159 responses



If the answer to the above question is yes, how often is technology used?

137 responses

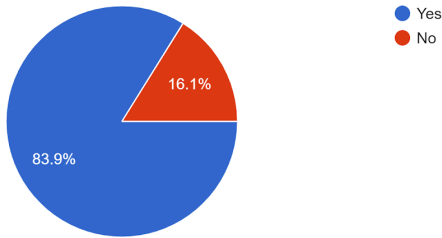


Check all the ways you are aware that your child is using technology at school:

Uses the internet to find information	79%
Uses an educational software	58%
Takes online classes	57%
Completes assignments on the computer	73%
Uses the computer for word processing	60%
Completes assessments on the computer	66%

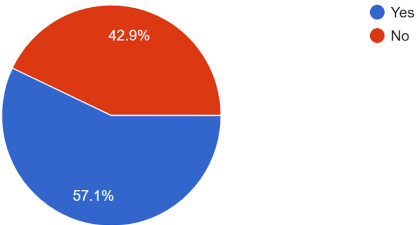
Do you use e-mail?

155 responses



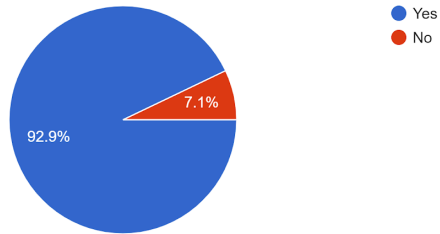
Have you ever communicated with your child's teacher or school using e-mail?

156 responses



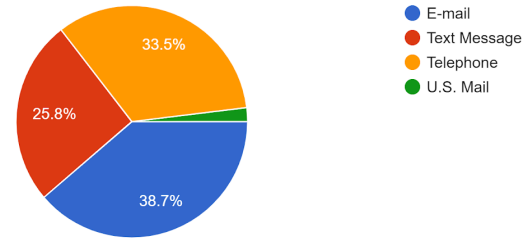
Do you use text messaging?

155 responses



What is the best way to receive communication from school?

155 responses



I use the following social media sites:

Twitter	15%
Instagram	53%
FaceBook	76%
SnapChat	24%

What are additional ways the school can better meet your child’s educational needs?

Technology	36%
Textbooks	31%
Truancy Assistance	24%
Homework Assistance	48%
Parent Events	42%
Improve School Communication	40%
Substance Abuse Assistance	30%

Do you have any additional comments you would like to share with ACCESS staff and administration?

- *“The teachers are very helpful and know how to talk to students.”*
- *“We need more bus passes and more communication on how my child is doing in school.”*
- *“Very grateful for the support that school staff gives to me and my family.”*
- *“Amazing school - so happy with it and my child is thriving and looks forward to going to school - she loves her teachers and gets assistance when she needs it.”*
- *“Supplemental textbooks would help, especially with math, science, and history -- even for online classes.”*
- *“When a child gets a multiple choice question wrong in Canvas, the correct answer should be provided so they learn what they did wrong.”*
- *“I would prefer that there was a digital textbook for classes instead of searching the internet. This can be far too dangerous of an environment for kids to be browsing without direct supervision. It’s also unfair when the accurate information is so difficult to obtain that the bulk of the child’s time is spent on googling the information.”*
- *“This program has helped keep my child in school. This school provides stability for mine and other families who are experiencing homelessness.”*



## Local Control Accountability Plan

### Student Survey Results (Community and Court Schools)

May 2019  
(864 Total Surveys Received)

*Participants may choose to skip questions, causing responses to total less than 100%. Similarly, on multiple select questions, participants are allowed to select “all that apply,” therefore, the total number of responses can add up to more than 100%.*

**Curriculum and Classes:**

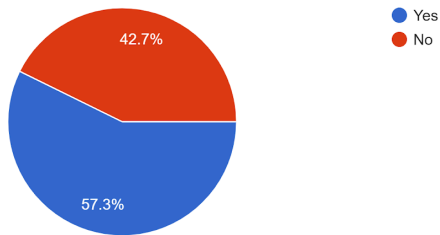
What Area/School Site do you attend:

- Area 1 = 65 (0 from Mesa Verde)
- Area 2 = 163
- Area 3 = 122 (0 from 17th&Ross, Wilshire)
- Area 4 = 252
- Area 5 = 105 (0 from CHEP)
- Area 6 = 127

<i>Community Schools</i>	<i>Court Schools</i>
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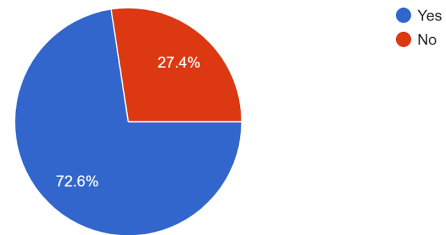
I am an English Learner.

583 responses



I am an English Learner.

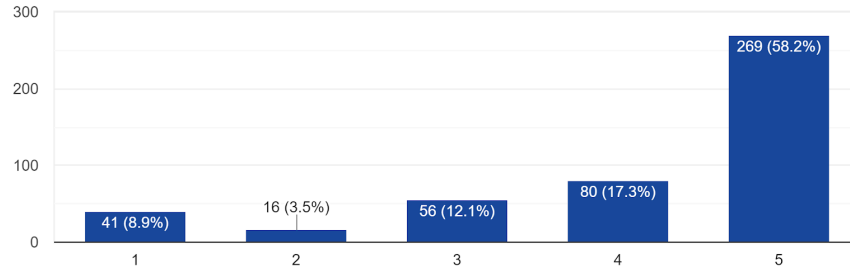
248 responses



<i>Community Schools</i>	<i>Court Schools</i>
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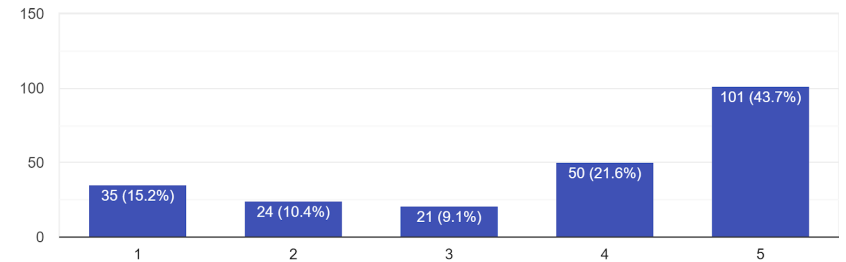
If yes, please respond to the following statement: I am being taught to speak, read, and write in English.

462 responses



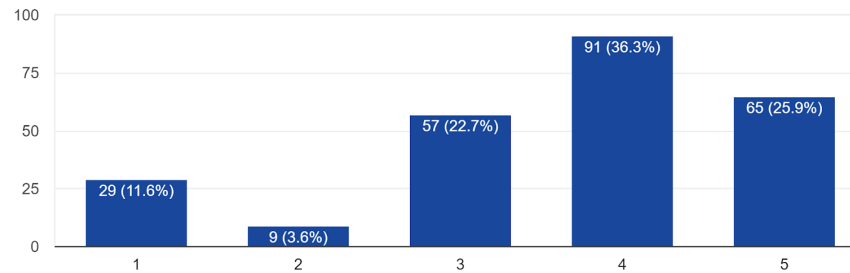
If yes, please respond to the following statement: I am being taught to speak, read, and write in English.

231 responses



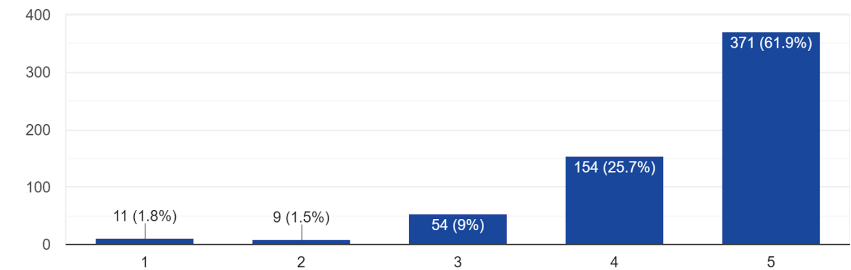
My school provides a good education for students.

251 responses



My school provides a good education for students.

599 responses

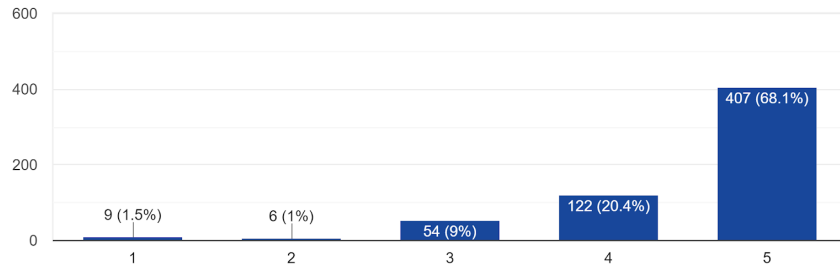


1 = Strongly Disagree; 5 = Strongly Agree

<i>Community Schools</i>	<i>Court Schools</i>
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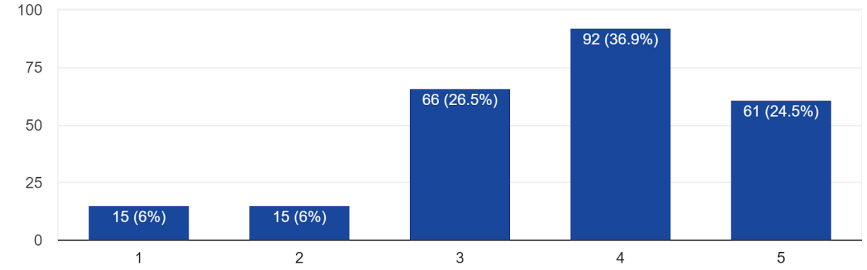
My school provides textbooks and learning materials to meet my educational needs.

598 responses



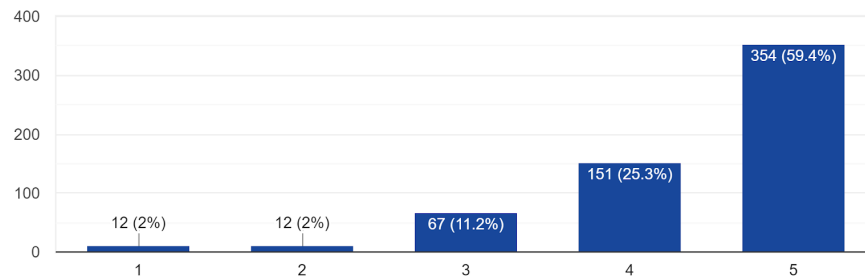
My school provides textbooks and learning materials to meet my educational needs.

249 responses



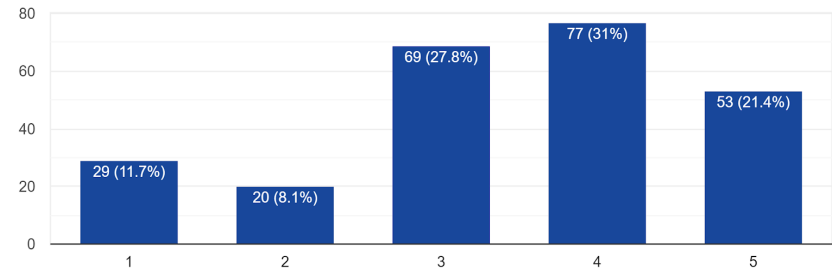
My school prepares students for future college or career paths.

596 responses



My school prepares students for future college or career paths.

248 responses

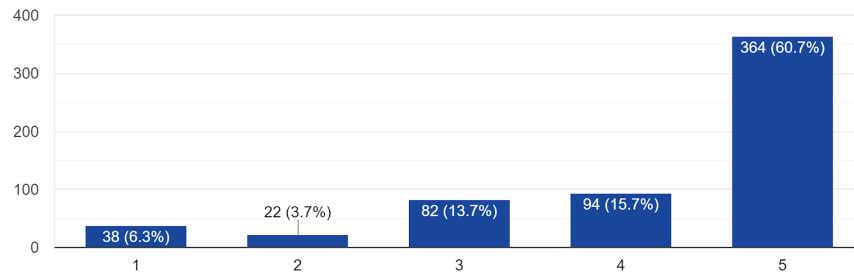


1 = Strongly Disagree; 5 = Strongly Agree

<i>Community Schools</i>	<i>Court Schools</i>
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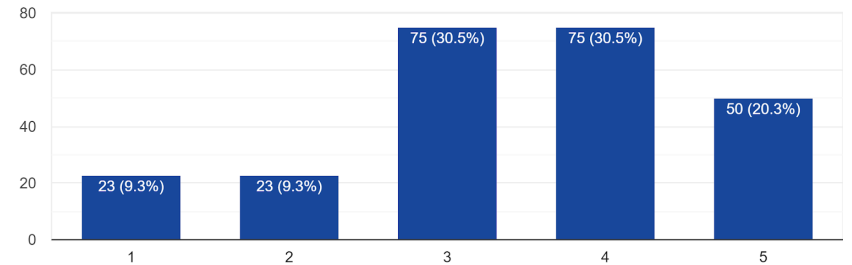
My school contacts my parents/guardian if I am late to school or absent.

600 responses



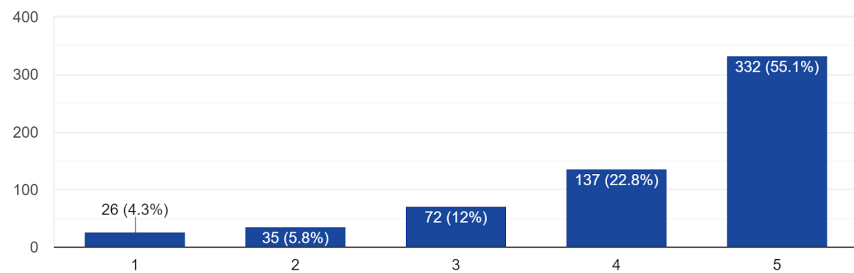
I am contacted if I am absent from school.

246 responses



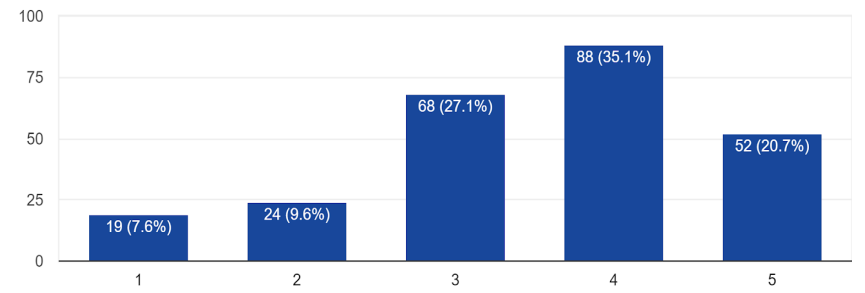
My school works with my parents/guardian to help me to be my best in school.

602 responses



My school works with Probation Staff to help me to be my best in school.

251 responses

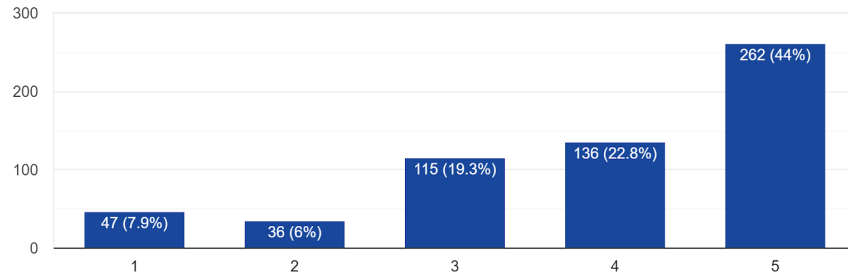


1 = Strongly Disagree; 5 = Strongly Agree

<i>Community Schools</i>	<i>Court Schools</i>
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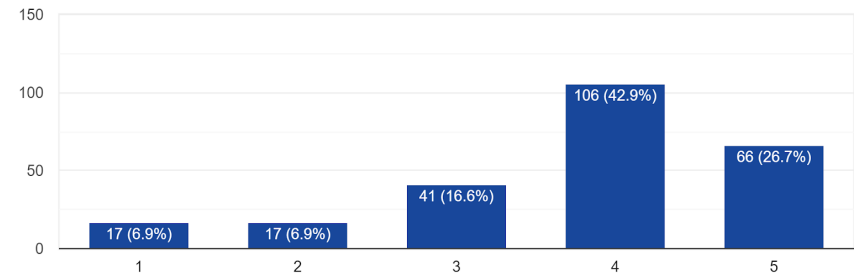
My teacher calls or writes my parents/guardian regarding my progress.

596 responses



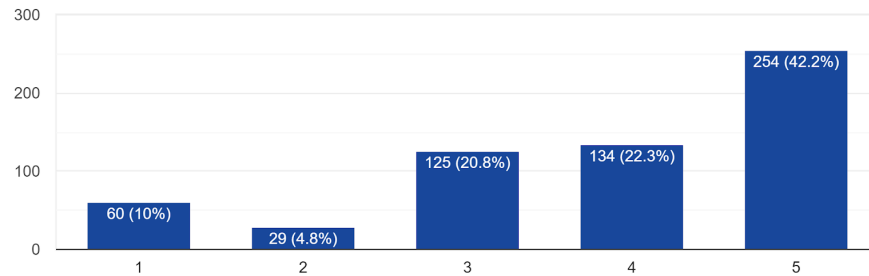
My teacher provides me with my school progress.

247 responses



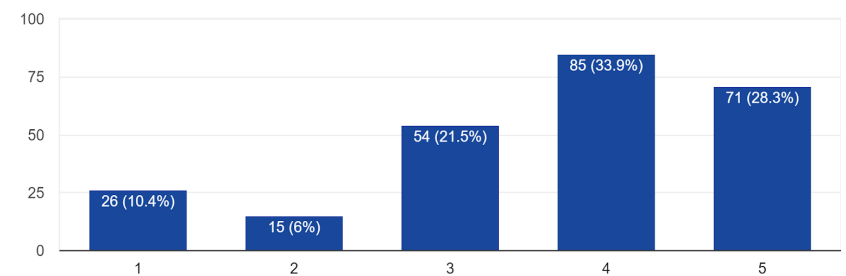
I look forward to coming to school each day.

602 responses



I look forward to coming to school each day.

251 responses

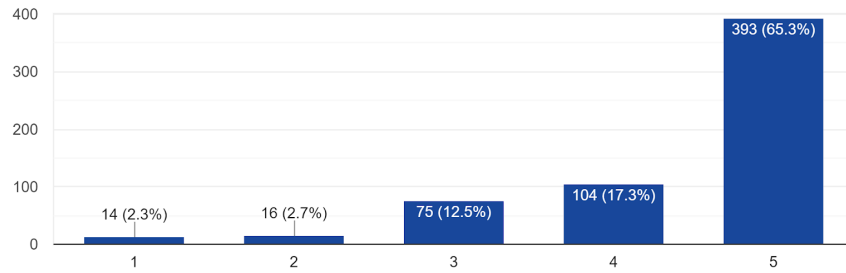


1 = Strongly Disagree; 5 = Strongly Agree

<i>Community Schools</i>	<i>Court Schools</i>
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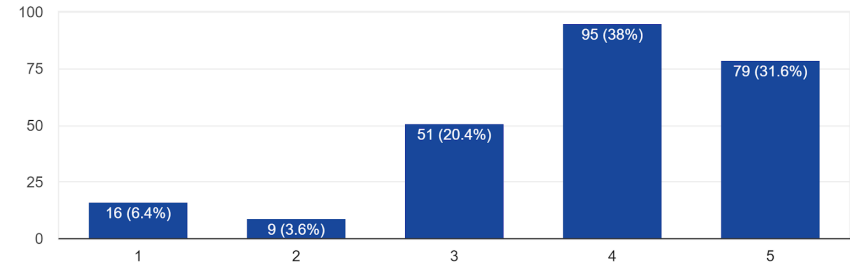
I feel safe at school.

602 responses



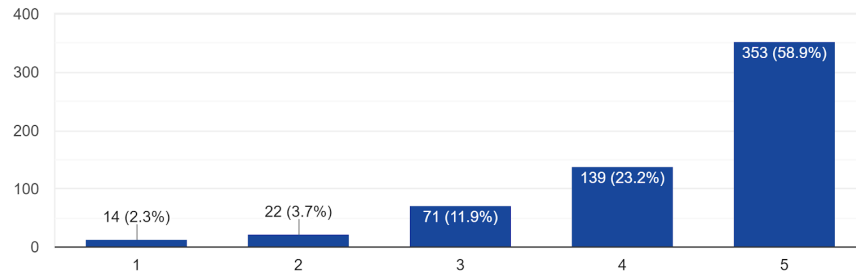
I feel safe at school.

250 responses



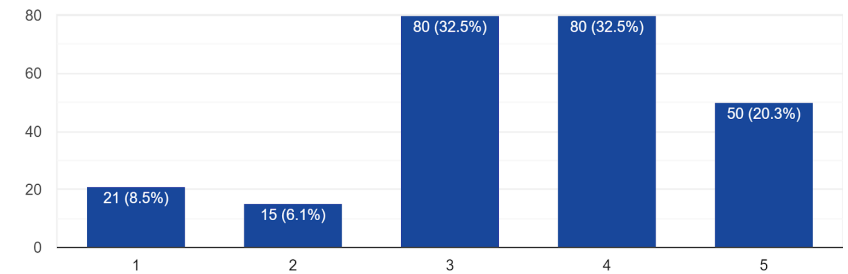
My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

599 responses



My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

246 responses



1 = Strongly Disagree; 5 = Strongly Agree

If you marked any item “Strongly Disagree” or “Disagree,” please share how the school can improve in this area.

Community Schools	Court Schools
<ul style="list-style-type: none"> <li>● <i>“Provide resources or a career coach to help lead us in a path for careers and colleges.”</i></li> <li>● <i>“There is nothing that PCHS can improve because everything is just amazing. I love PCHS, its my family and I love the teachers and everybody there. They are my friends and family and are always there for me.”</i></li> <li>● <i>“I would feel safer at school if they had strict security that can check students in case of any threat.”</i></li> <li>● <i>“Would like a way to keep track of my progress.”</i></li> <li>● <i>“Textbooks or access to online textbooks, especially for history, math, English, and science would be helpful. Sometimes the research was too difficult online with too many resources.”</i></li> <li>● <i>“The school needs to have cleaner restrooms and other things fixed like lights and sinks in bathroom. Also, there’s lots of plastic and trash laying around, we should get recycling bins.”</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>“It would be nice to have textbooks, especially for Agile Mind math.”</i></li> <li>● <i>“The food is terrible and a lot of times expired. Please improve the condition of the food.”</i></li> <li>● <i>“Clean the bathrooms and water fountains.”</i></li> <li>● <i>“Everyone learns at different grade levels, I would like help to work at my grade level.”</i></li> <li>● <i>“Teach us things we will use in the outside world, like how to sign a work application, more classes on life skills.”</i></li> <li>● <i>“It is not safe, too many rivals.”</i></li> <li>● <i>“Teachers should be more interactive and give lessons for credits you need.”</i></li> <li>● <i>“There should be more internet classes and tutoring when we need it.”</i></li> <li>● <i>“Provide more choices for graduates, help us prepare for our future.”</i></li> </ul>

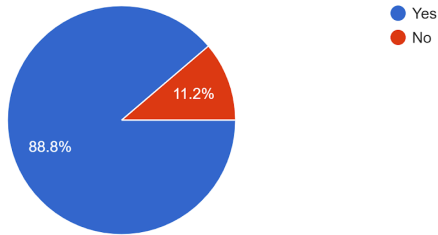


**Technology:**

Community Schools	Court Schools
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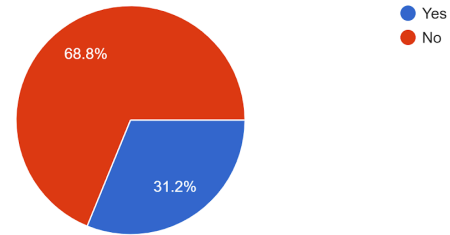
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

606 responses



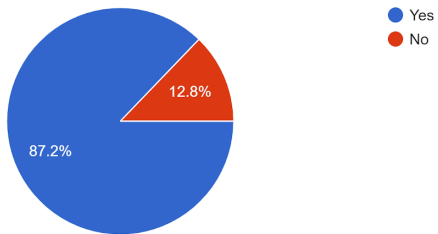
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

247 responses



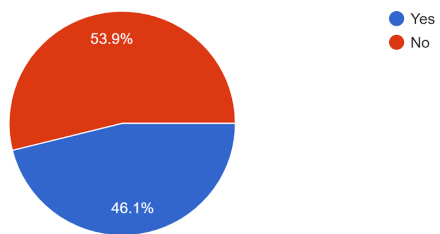
Do you use a computer device any time during the school day to work on assignments?

609 responses



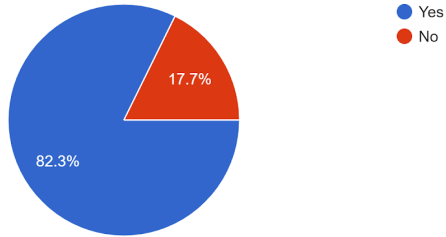
Do you use a computer device any time during the school day to work on assignments?

245 responses

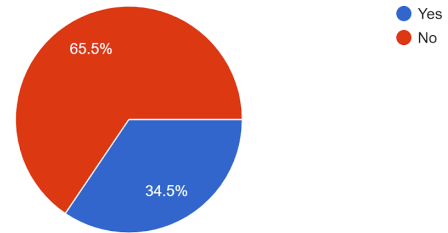


<i>Community Schools</i>	<i>Court Schools</i>
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Do you have internet access when you are not in school?  
610 responses



Do you have internet access when you are not in school?  
235 responses



If yes, where? Please choose all places you have access to the internet.

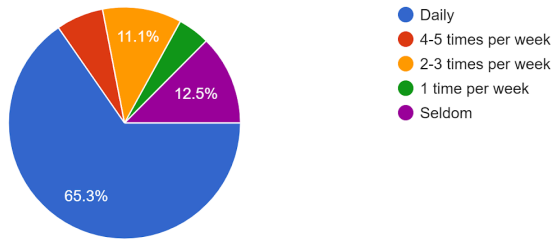
<i>Community Schools</i>	<i>Court Schools</i>
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	<i>Community Schools</i>	<i>Court Schools</i>
Home	95%	77%
Work	17%	17%
Library	40%	24%
Friend's home	45%	37%
Other		3%

<i>Community Schools</i>	<i>Court Schools</i>
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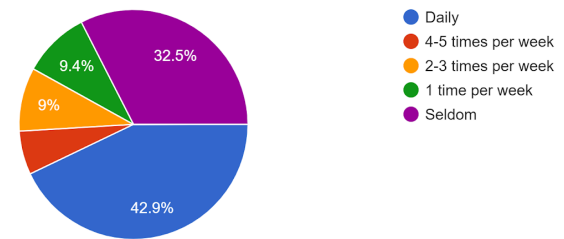
How often do you use a computer or other device at home or outside of school?

606 responses



How often do you use a computer or other device at home or outside of school?

212 responses



Choose all the ways you use technology in the classroom.

<i>Community Schools</i>	<i>Court Schools</i>
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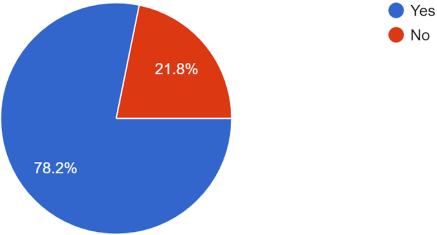
Use the internet to find information	84%	50%
Complete assignments on the computer	83%	57%
Use educational software	53%	39%
Use the computer for writing	60%	52%
Take online classes	41%	30%

**Instruction:**

Community Schools	Court Schools
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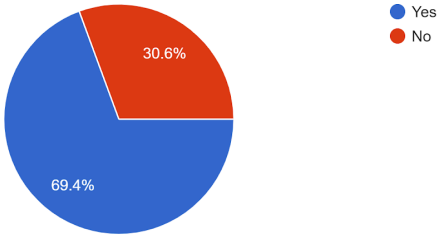
Does your teacher use technology in the classroom to deliver instruction?

610 responses



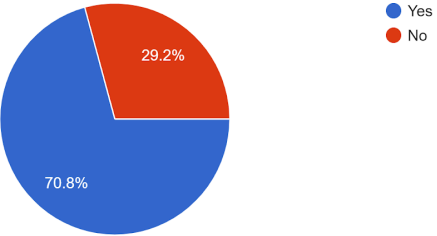
Does your teacher use technology in the classroom to deliver instruction?

245 responses



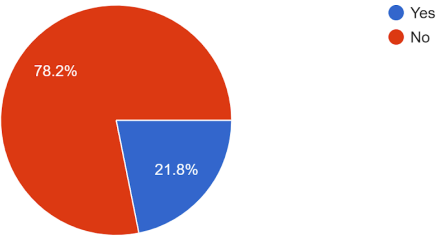
Do you turn in any of your assignments online?

609 responses



Do you turn in any of your assignments online?

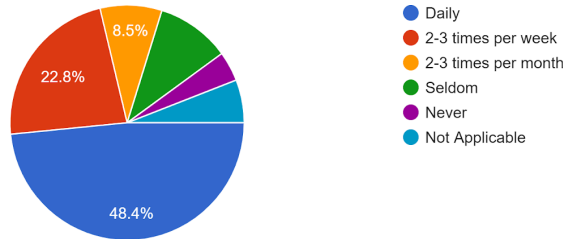
238 responses



<i>Community Schools</i>	<i>Court Schools</i>
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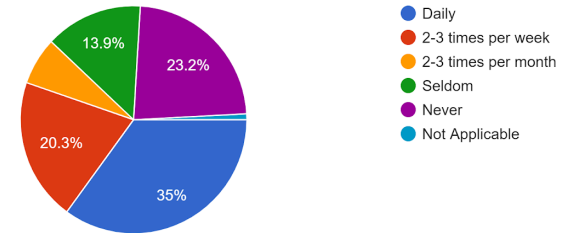
How often is technology used in the classroom for instruction?

609 responses



How often is technology used in the classroom for instruction?

237 responses



Choose all the ways the teacher uses technology in the classroom with students:

<i>Community Schools</i>	<i>Court Schools</i>
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Streams video through the computer	64%	69%
Presents information, pictures, or primary sources	74%	58%
Presents a PowerPoint presentation	53%	46%
Utilizes educational software programs	50%	34%

I use the following social media sites (choose all that apply).

Twitter	22%	19%
Instagram	77%	62%
FaceBook	27%	55%
SnapChat	76%	61%

What is the one thing that the school could do that would help you better achieve all of your learning goals?

<i>Community Schools</i>	<i>Court Schools</i>
<ul style="list-style-type: none"> <li>● <i>“Playing interactive games that test my knowledge on certain topics helps me retain more information; informational video links also help increase my note taking abilities.”</i></li> <li>● <i>“The one thing my school could do to better achieve my learning goals would be to provide a greater variety of courses so I can more easily explore future potential career paths and be better prepared for college.”</i></li> <li>● <i>“The school should have on campus classes for math and English.”</i></li> <li>● <i>“Maybe have times where students at home can have an online session via Skype or a program to get one-on-one help.”</i></li> <li>● <i>“Take time to teach all of us until everyone gets it before moving ahead. Be more involved.”</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>“Prepare us for school and work. Job training. Teach us things we will need when we get released.”</i></li> <li>● <i>“We could use a computer to better our understanding of technology.”</i></li> <li>● <i>“If we could have collaboration on assignments or brainstorm ideas to improve our learning.”</i></li> <li>● <i>“More textbooks, smaller class sizes.”</i></li> <li>● <i>“Actually care. Strive to help us graduate. Have the School Counselor meet with us on a regular basis.”</i></li> <li>● <i>“Offer extra credit, more clubs and programs/activities.”</i></li> <li>● <i>“Teach us instead of doing independent work. Have one-one-one teaching and tutoring.”</i></li> <li>● <i>“I think this school is very helpful because this is where I got most of my credits.”</i></li> <li>● <i>“Pay more attention to us.”</i></li> </ul>

## Local Control Accountability Plan

### Instructional Staff Survey Results

May 2019

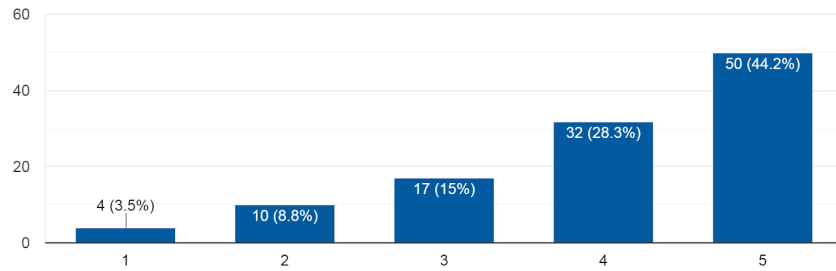
(114 Total Surveys Received)

*Participants may choose to skip questions, causing responses to total less than 100%. Similarly, on multiple select questions, participants are allowed to select “all that apply,” therefore, the total number of responses can add up to more than 100%.*

**School Climate:**

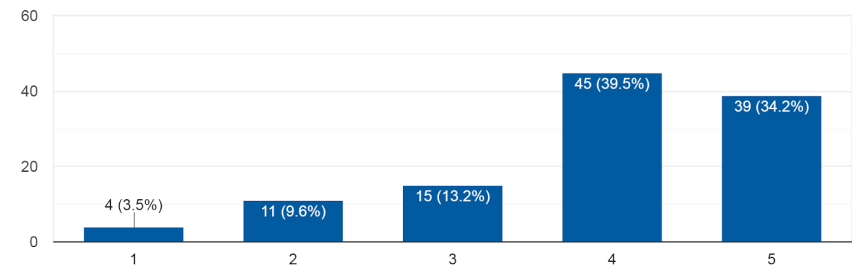
I feel safe at school.

113 responses



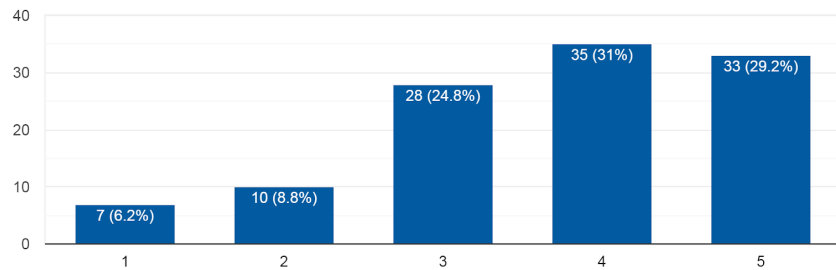
The school site is clean and in good condition.

114 responses



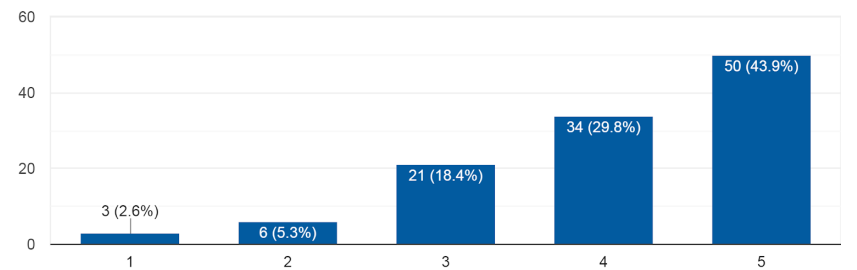
When issues or challenges with students arise, ACCESS support staff are available to help me.

113 responses



I know the ACCESS support staff who I can turn to for assistance when issues or challenges arise with students.

114 responses

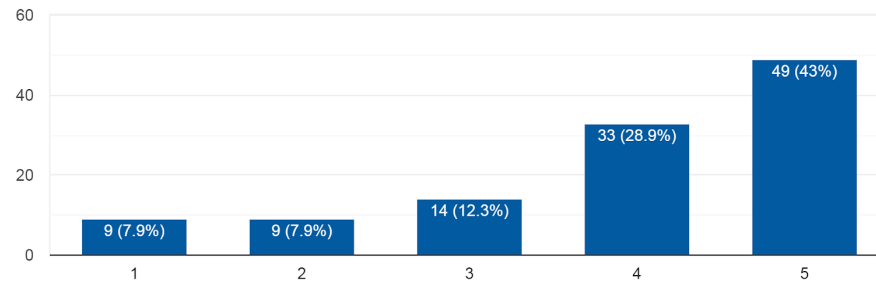


1 = Strongly Disagree; 5 = Strongly Agree



I am supported in my professional development and growing as a teacher.

114 responses



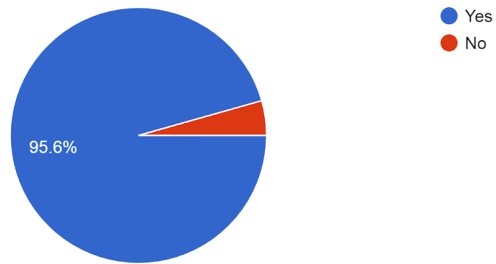
If you responded with "Strongly Disagree" or "Disagree" to any of the above items, please provide feedback on what is needed for these to be statements you can agree with.

- *"A School Counselor for each site with over 25 students would be helpful."*
- *"ACCESS support staff is always available and communicate very clearly with teachers."*
- *"For the professional development to be in areas where we can help the students and have a greater impact."*
- *"The department is just now developing a safety plan. Most teachers are still not aware of the process to formally report an incident. Similarly, the professional development has not helped me in my profession. Restorative practice was review. Since then, we have only had MTSS which teaches nothing and is more like a commercial."*
- *"We need to develop professional learning communities where teachers can learn from one another what works and what doesn't. I have support, but always after the fact; I need real support for all of my struggling communities."*
- *"I work at a site where homeless people camp out. I have stepped over people sleeping in front of my classroom. Urine bottles are left in front of our classroom doors. There has been a work order to repair one of our site doors for over nine months and it has not been repaired."*

**Instructional Technology:**

Do you use technology during your instruction.

114 responses

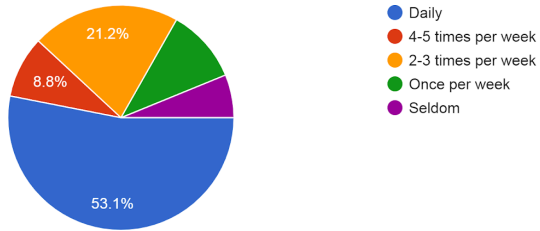


How is technology used in your teaching?

Research	82%
Video Streaming	75%
Power Point	50%
Displaying Information	84%
Uploading Lessons	61%
Communication with Students	66%

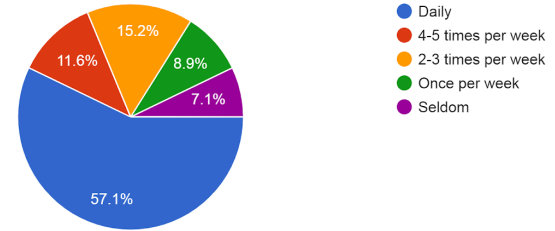
How often do your students use technology in class or for assignments?

113 responses



How often is technology incorporated into your lessons?

112 responses

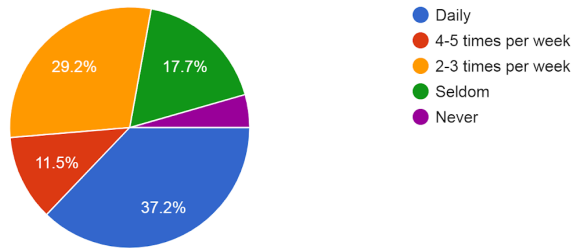


Please check all of the ways students use technology in the classroom.

Use the internet to find information	78%
Use educational software	66%
Take online classes	56%
Complete assignments	76%
Writing assignments	72%

How often do the assignments you provide to students require the use of technological devices?

113 responses



Please check all the educational software and resources you use.

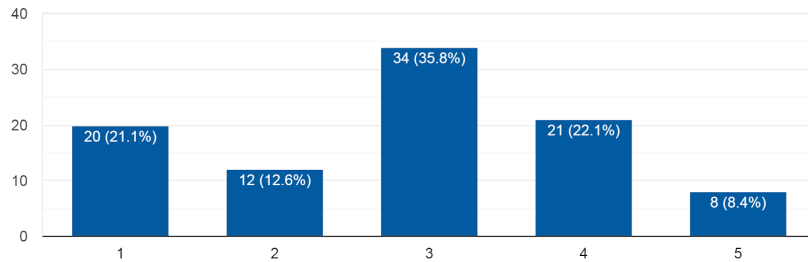
Defined STEM	7%
WorldBook Online	18%
Rosetta Stone	15%
Agile Mind Math	33%
Collections	50%
iReady	80%
Pearson Realize	57%
GradPoint	56%
PCHS Online Classes	20%
TOSA Web Resources	65%
Ed. Tech. Resource website	26%

**Professional Development:**

Please use the rating scale for the following professional development questions: 1 - Not effective or useful; 2 - Slightly effective and useful; 3 - Somewhat effective and useful; 4 - Effective and useful; 5 - Highly effective and useful.

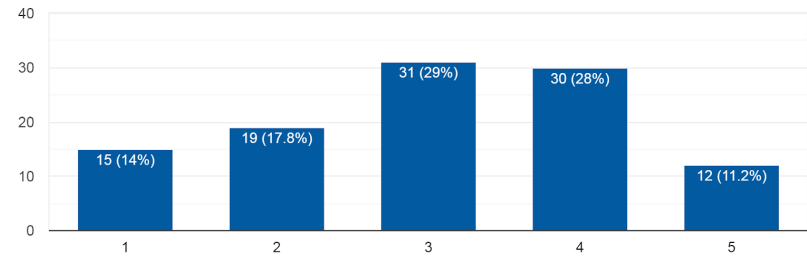
Collections Series Training

95 responses



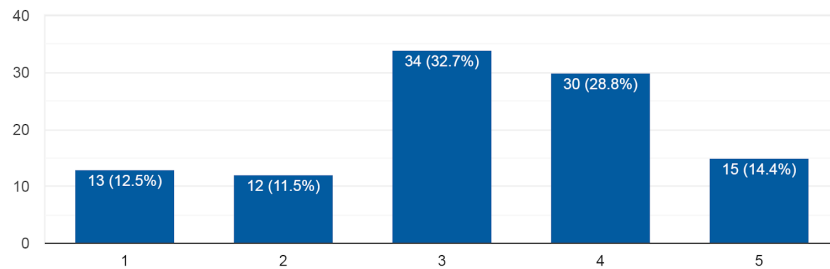
UDL

107 responses



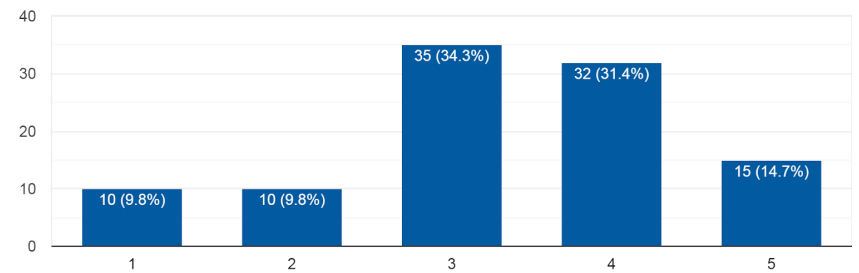
Restorative Practice

104 responses



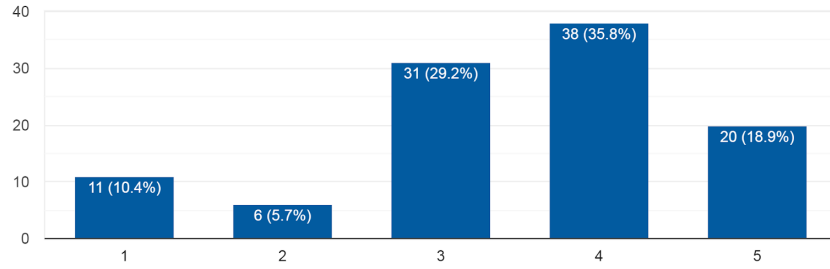
GradPoint

102 responses



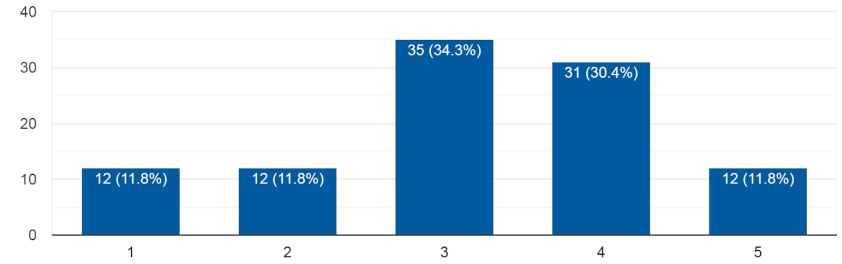
CAASPP Training for Smarter Balanced (English/Math) and Science CST Assessments.

106 responses



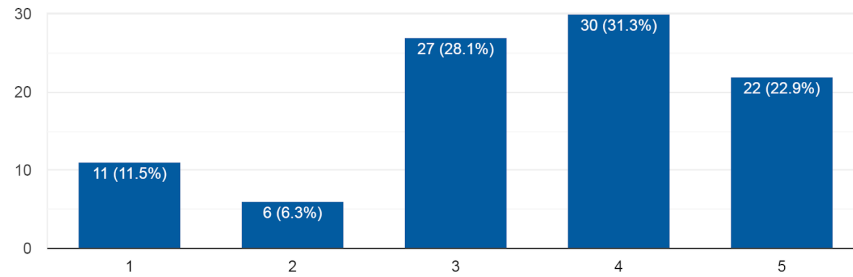
MELD Overviews/Collaborations with EL Services Team/English Language Development Leads

102 responses



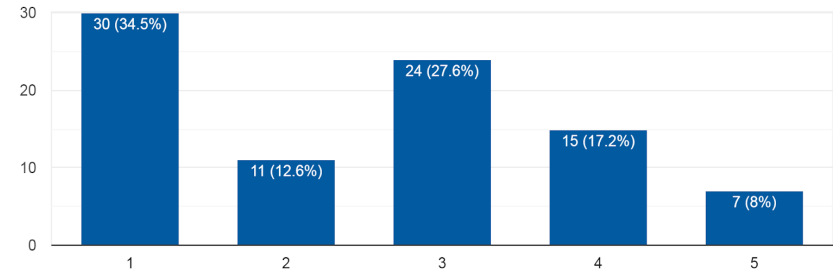
Pearson Realize Social Science

96 responses



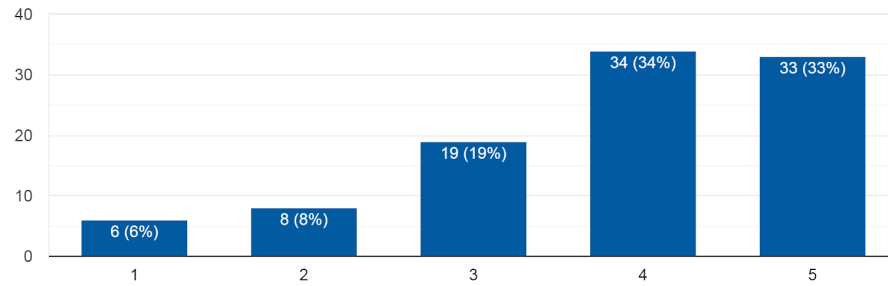
Agile Mind Math

87 responses



i-Ready

100 responses



List other staff development events attended.

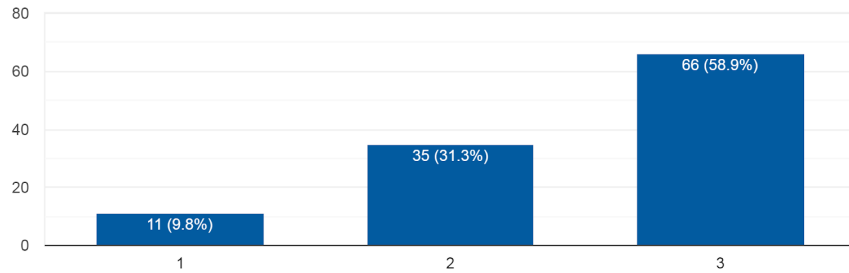
- *“UCI History Project.”*
- *“E.L. Achieve Symposium.”*
- *“CUE Conference (best training ever).”*
- *“Healthy Youth Act training.”*
- *“Allowing educators to choose professional development opportunities which fit the needs of them and their students is always a better use of resources.”*
- *“Discovery Education Events/Webinars.”*

**Local Control Accountability Plan:**

Please use the rating scale for the Local Control Accountability Plan (LCAP) areas: 1 - No evidence; 2 - Some evidence; and, 3 - Clear evidence.

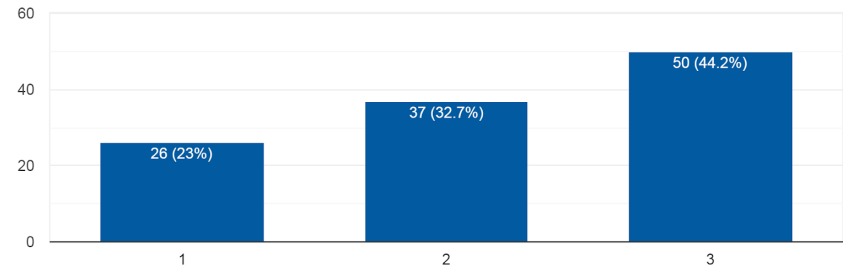
Increase in the number of computers at the school site/office.

112 responses



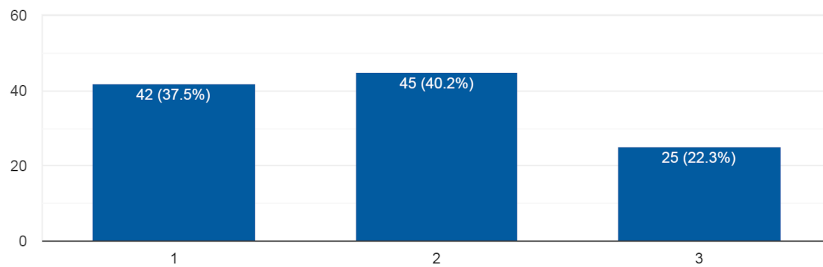
Better connectivity and speed for technology.

113 responses



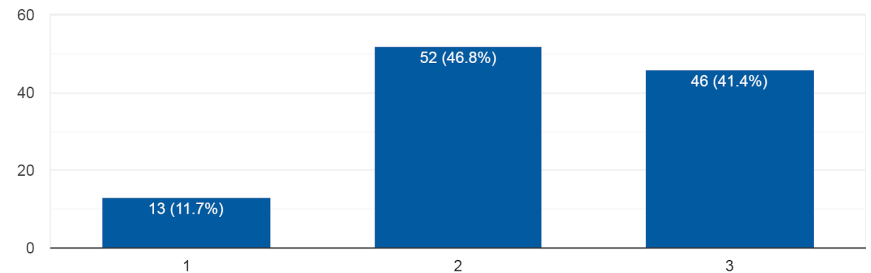
Increase in parent participation in the educational process.

112 responses



Increased implementation of California State Standards.

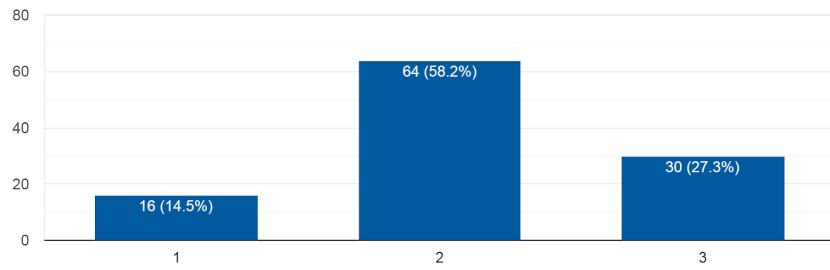
111 responses





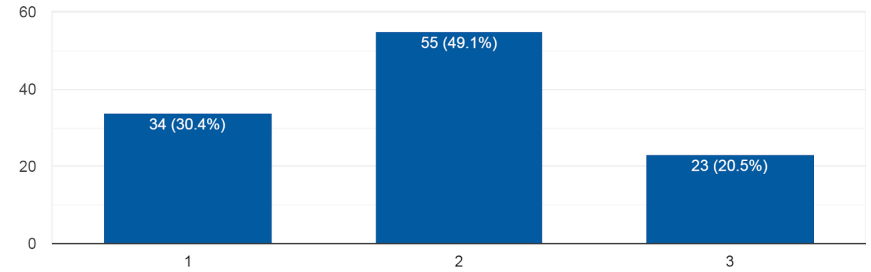
Receive professional development regarding California State Standards and California ELD Standards.

110 responses



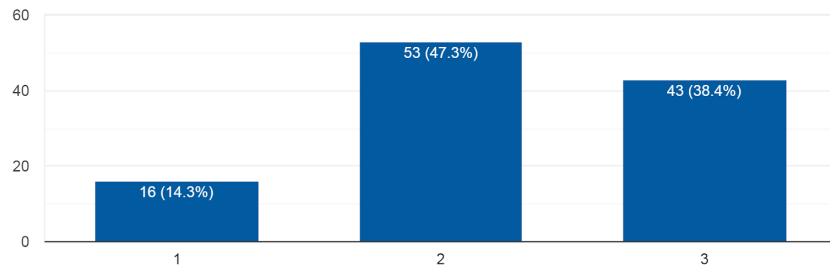
Increased involvement and engagement of parents in their child's education.

112 responses



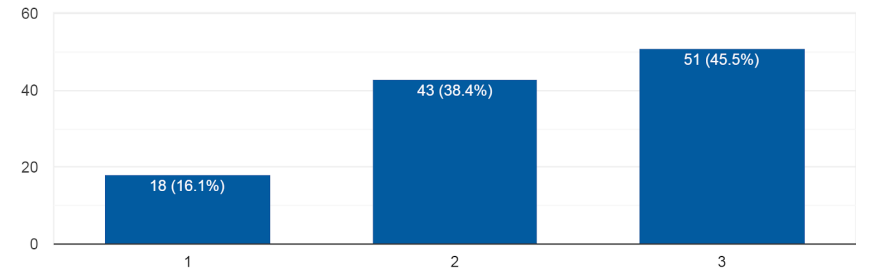
Increased student participation on the CAASPP tests.

112 responses



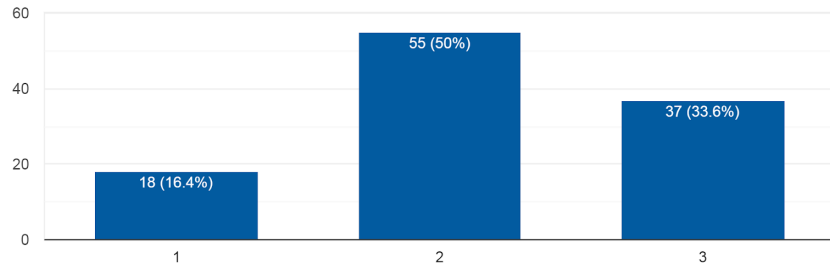
Increased and expanded support services for students.

112 responses



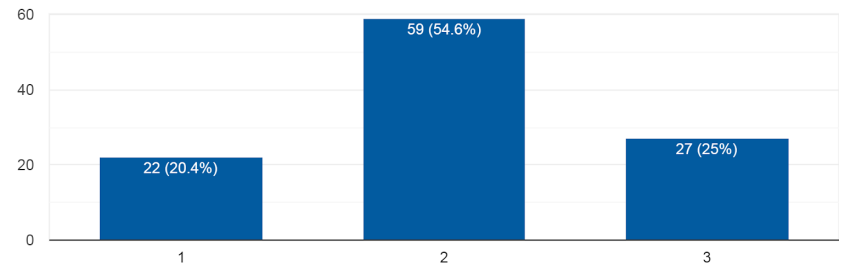
Consistent use of adopted curriculum throughout ACCESS.

110 responses



The LCAP is having a positive impact on student outcomes.

108 responses



## Local Control Accountability Plan

### Non-Instructional Staff Survey Results

May 2019

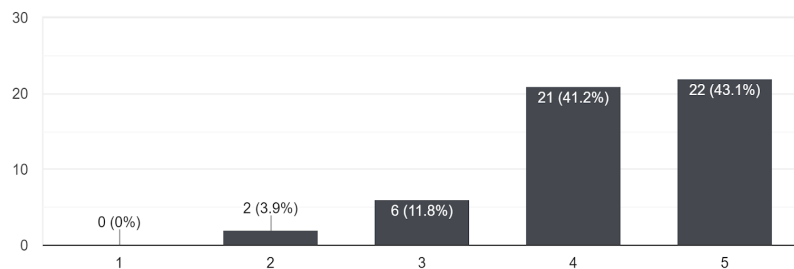
(52 Total Surveys Received)

*Participants may choose to skip questions, causing responses to total less than 100%. Similarly, on multiple select questions, participants are allowed to select "all that apply," therefore, the total number of responses can add up to more than 100%.*

**Workplace Climate:**

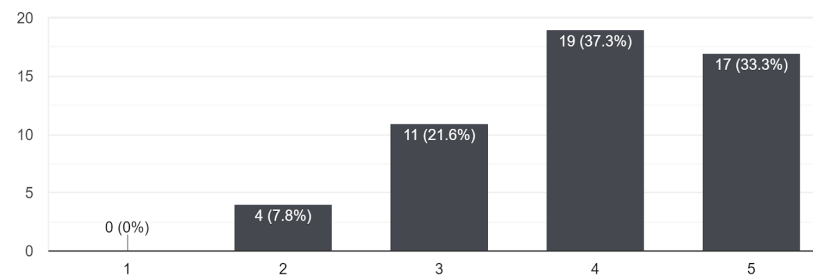
I feel safe at work.

51 responses



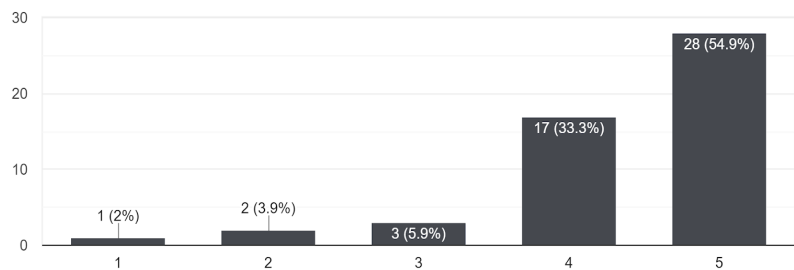
The workplace is clean and in good condition.

51 responses



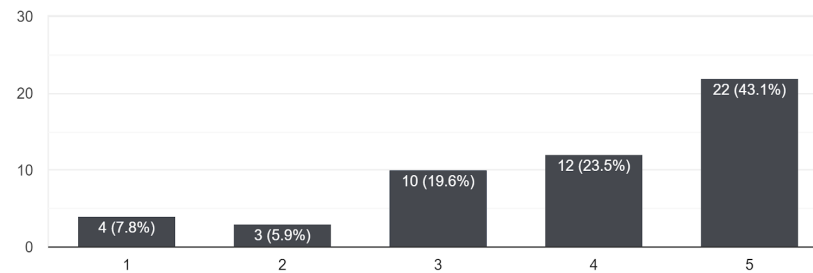
I am aware of the ACCESS goals, mission, and priorities.

51 responses



I am receiving support in my professional development.

51 responses



1 = Strongly Disagree; 5 = Strongly Agree

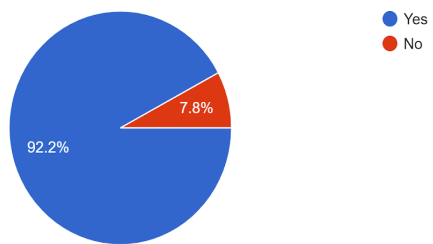
If you responded with "Strongly Disagree" or "Disagree" to any of the above items, please provide feedback on what is needed for these to be statements you can agree with.

- *"I hope there are more free/monthly professional development opportunities."*
- *"There is a lack in communication and training that hinders my development as a professional."*
- *"To be safer at work, hire teachers that can handle classroom management first and foremost. To feel safer at work, we need to be properly staffed. There should be a teacher and a support staff in every classroom."*
- *"As for cleanliness-- some sites are cleaner than others; it seems I am constantly cleaning when I use different rooms."*

**Instructional Technology:**

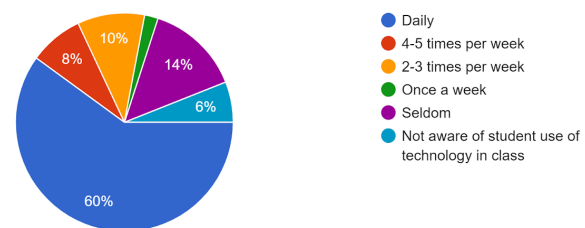
Are you aware of technology used by students at your school site(s)?

51 responses



How often are you aware of, or that you observe, students using technology in class?

50 responses



Please check all the ways you are aware of, or that you observe, students use technology in the class.

Use the internet to find information	74%
Use an educational software	82%
Take online classes	55%
Use a computer or other technological device for writing assignments	78%
Not aware of student use of technology in class	6%

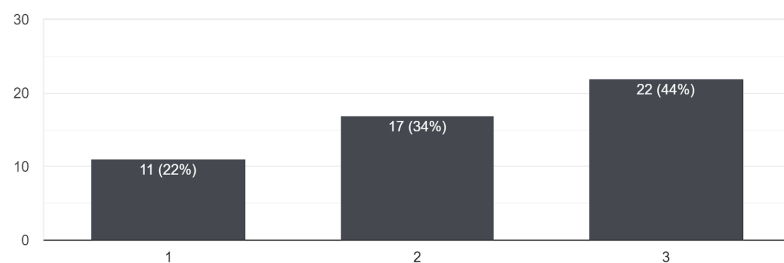
Please check all of the educational software and resources you are aware of, or that you observe, students use in class.

Defined STEM	4%
WorldBook Online	16%
Rosetta Stone	38%
GradPoint	74%
PCHS Online Classes	32%
iReady	84%
Collections	46%
Pearson Realize	38%
Agile Mind Math	54%
TOSA Web Resources	26%
Ed. Tech. Resource Website	20%
Glencoe Science Resources	11%
Not aware of educational software or resources used by students in class	6%

**Local Control Accountability Plan:**

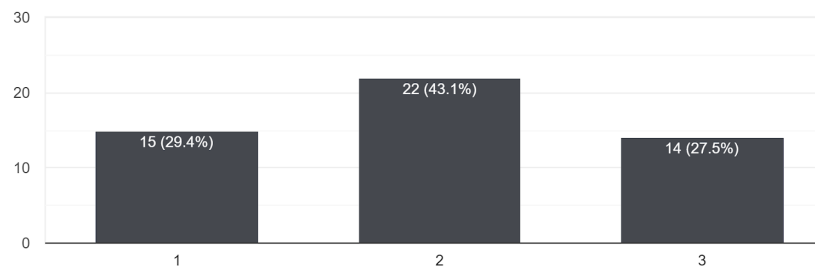
Increase in the number of technological devices at the school sites/office.

50 responses



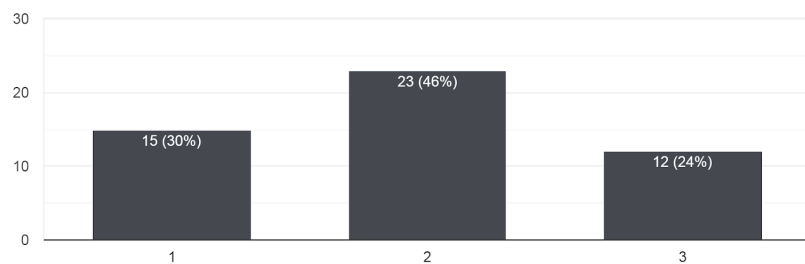
Better connectivity and speed for technology.

51 responses



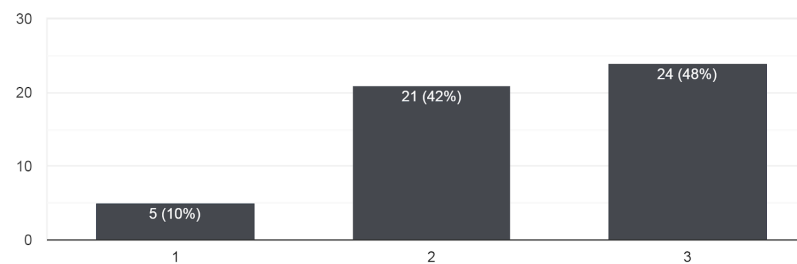
Increase in parent participation in the educational process.

50 responses



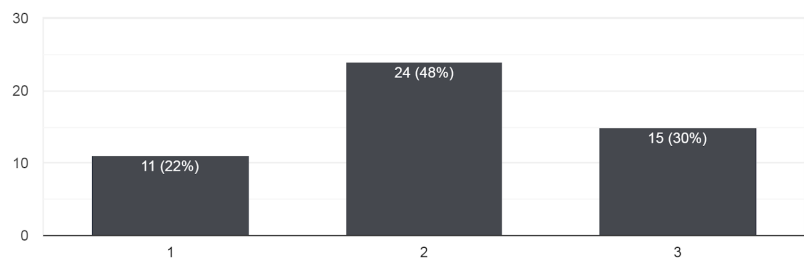
Increased implementation of California State Standards.

50 responses



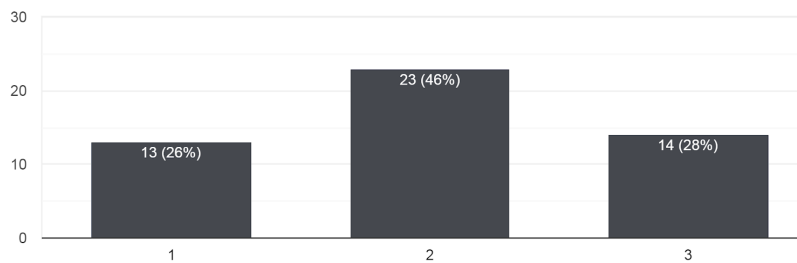
Received professional development regarding California State Standards and California ELD Standards.

50 responses



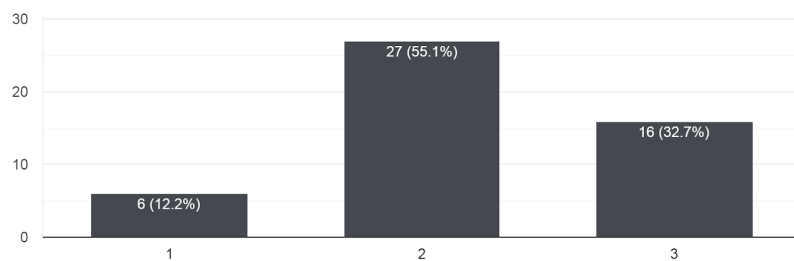
Increased parent involvement and engagement of parents in their child's education.

50 responses



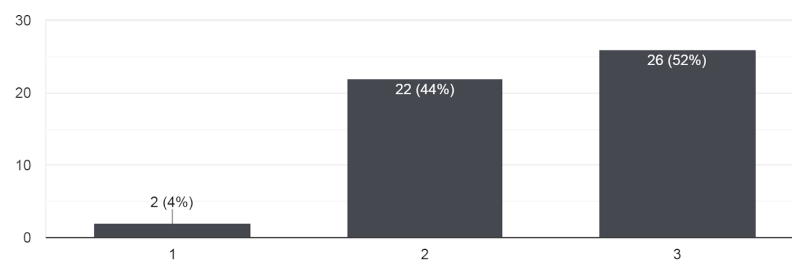
Increased student participation on the CAASPP tests.

49 responses



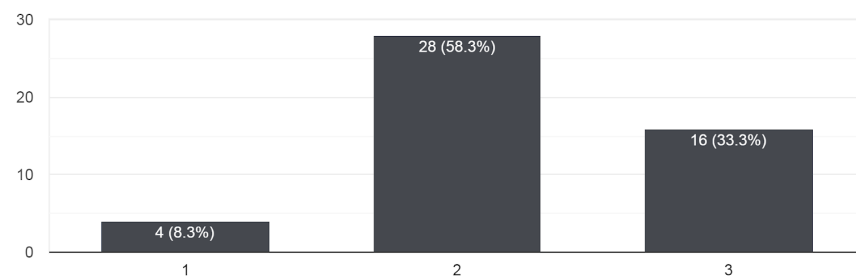
Increased and expanded support services for students.

50 responses



The LCAP is having a positive impact on student outcomes.

48 responses





Share any additional comments here.

- *“We need more hardwired computer lines for the special ed. classrooms at Otto Fischer so students can access GradPoint, iReady, etc..”*
- *“Change puts a strain on morale. What helps is when co-workers can bond in healthy, productive ways rather than bond over commiserating. Right now, it just feels like a roll of the dice if you end up surrounded with professional people of good character rather than a goal of the organization. The lack of upfront, honest communication on all levels increases the strain.”*

## Local Control Accountability Plan

### Division of Special Education Services Parent Survey Results

May 2019

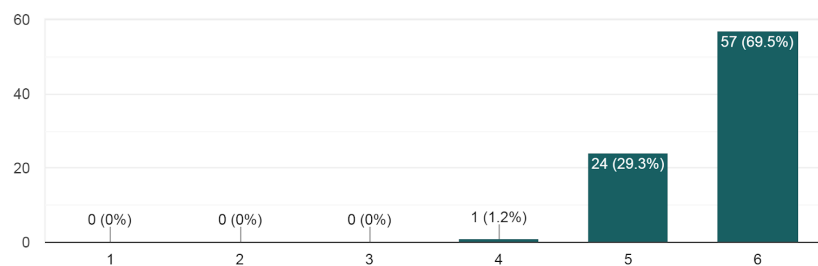
(84 Total Surveys Received)

*Participants may choose to skip questions, causing responses to total less than 100%. Similarly, on multiple select questions, participants are allowed to select "all that apply," therefore, the total number of responses can add up to more than 100%.*

**Educational Program:**

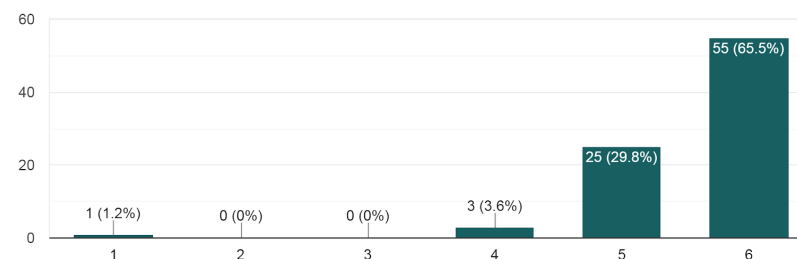
My family is respected and included as a partner in my child's education.

82 responses



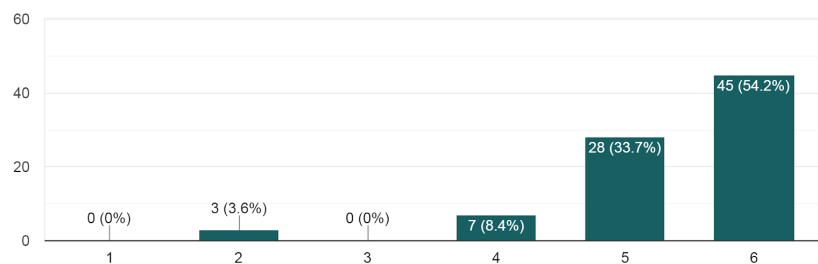
The educational program/instruction is focused on my child's individual needs.

84 responses



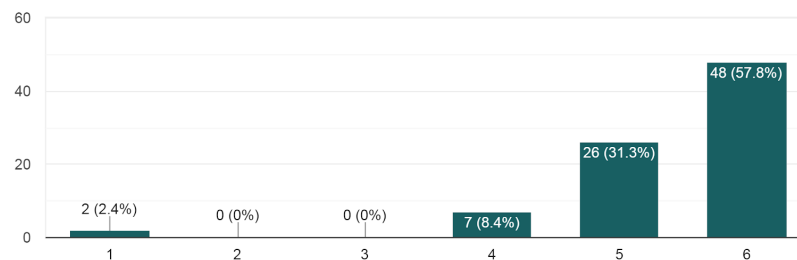
My child is making satisfactory progress toward his/her goals/objectives.

83 responses



I am satisfied with my child's educational program.

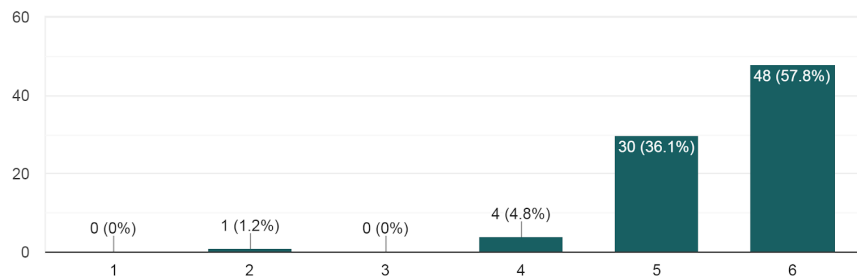
83 responses



1 = Strongly Disagree; 5 = Strongly Agree

The classroom staff maintains high expectations for my child

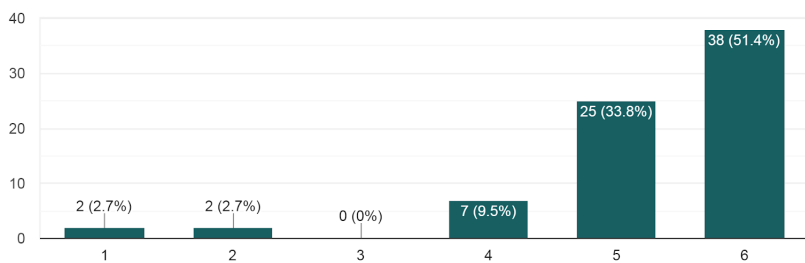
83 responses



**Student Learning / Environment:**

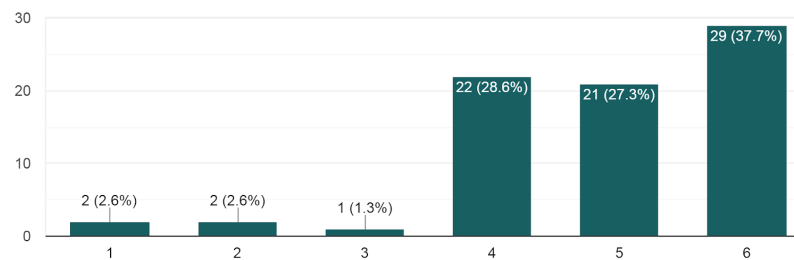
My child receives appropriate opportunities to participate in the general education curriculum.

74 responses



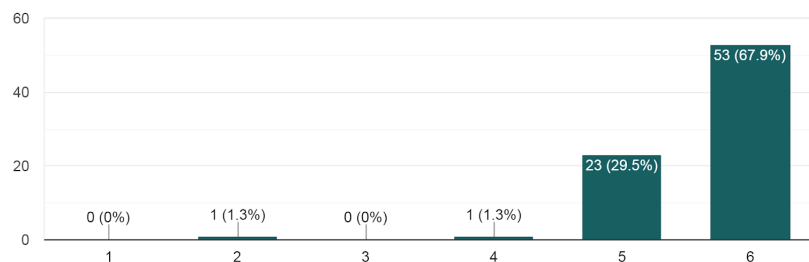
My child receives appropriate opportunities to interact with non-disabled peers.

77 responses



The staff in my child's classroom provide for a safe place for my child to learn.

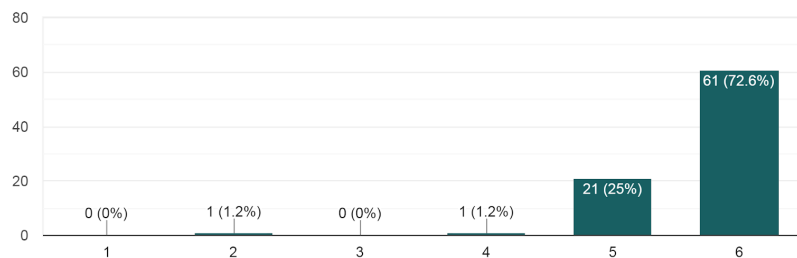
78 responses



**IEP Process:**

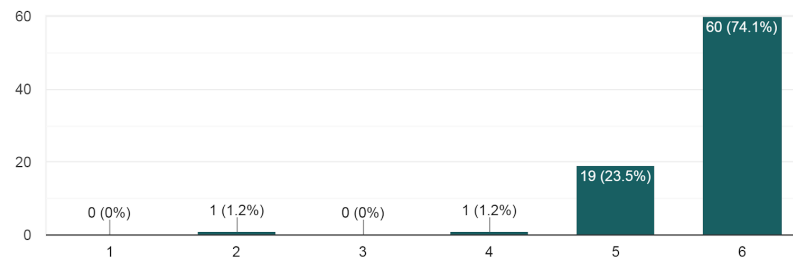
I am encouraged to attend and participate in the IEP process.

84 responses



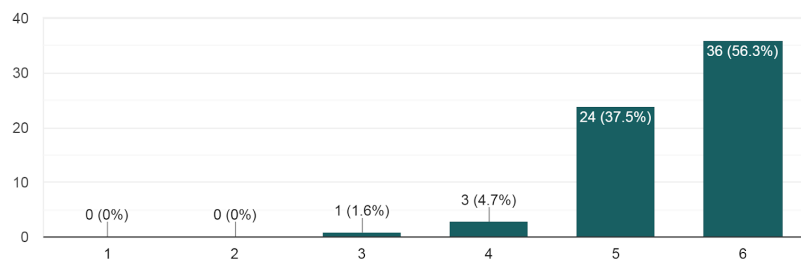
The meeting was scheduled at a mutually convenient time.

81 responses



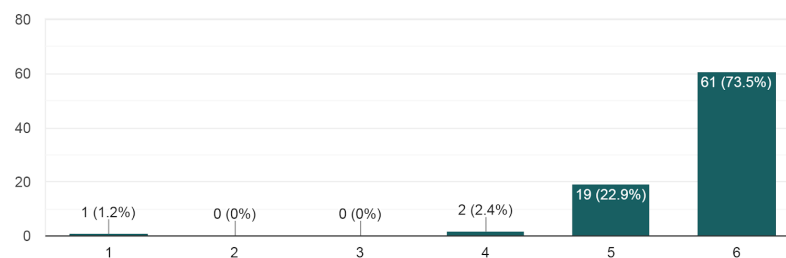
If I couldn't attend the meeting, I was asked for input.

64 responses



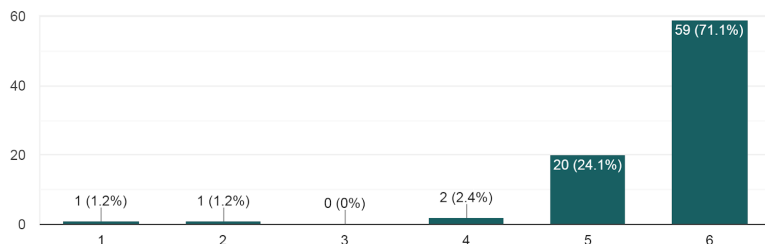
I had the opportunity to share information about my child's needs, interests, and educational concerns.

83 responses



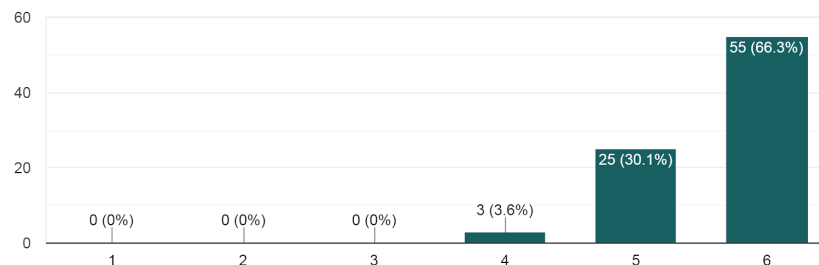
I had the opportunity to participate in decisions regarding the IEP content and placement of my child.

83 responses



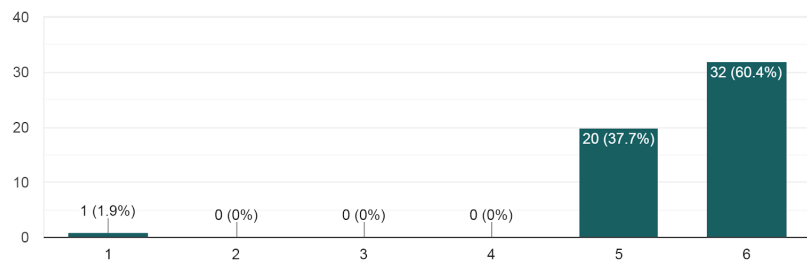
I understood the IEP development process.

83 responses



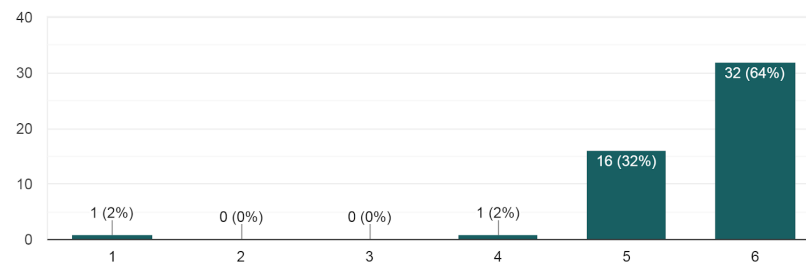
If needed, an interpreter was provided.

53 responses



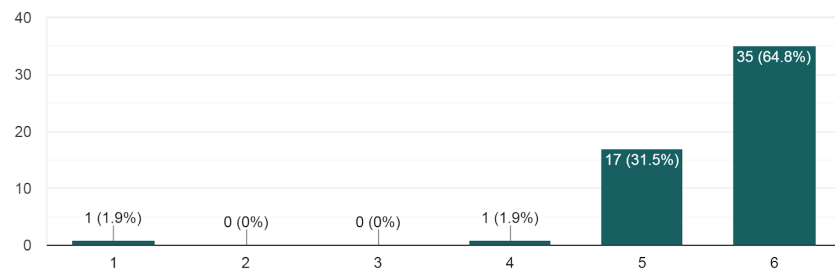
I felt comfortable with the meeting in its translated form.

50 responses



I was informed of my right to a written translation of the IEP document.

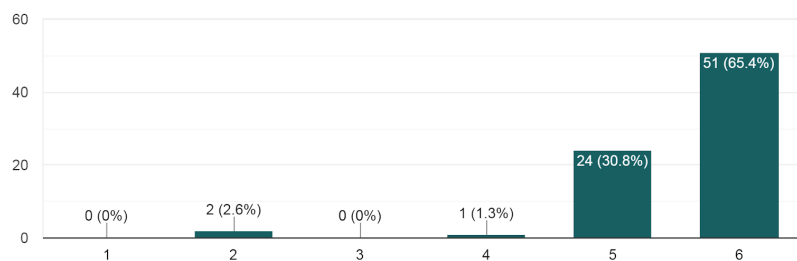
54 responses



**Assessment & Feedback:**

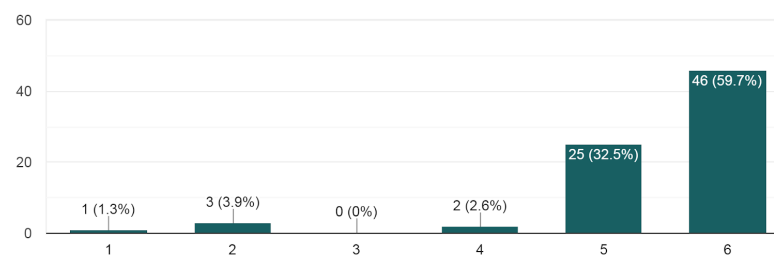
The teacher clearly documents my child's progress.

78 responses



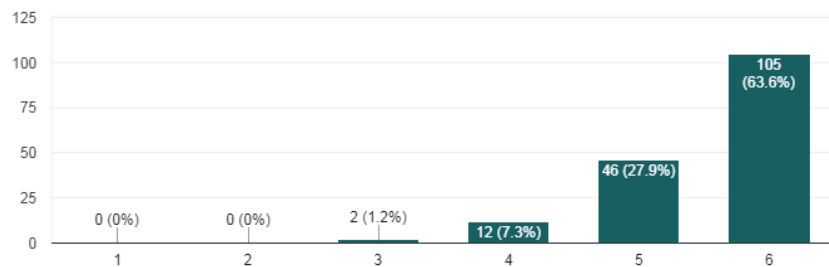
The teacher shares information with me about my child's performance on a regular basis.

77 responses



The teacher makes changes in my child's program when needed and/or when my child is not making satisfactory progress to achieve annual goals.

165 responses

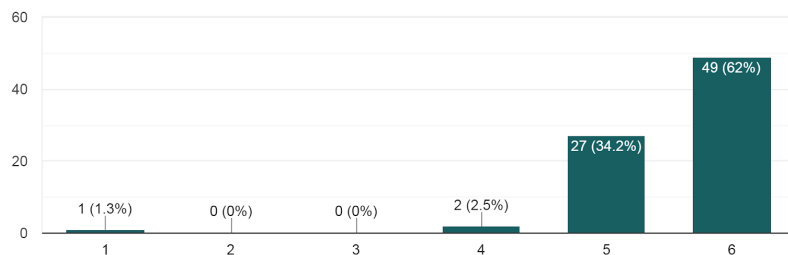




**Parent Education & Support:**

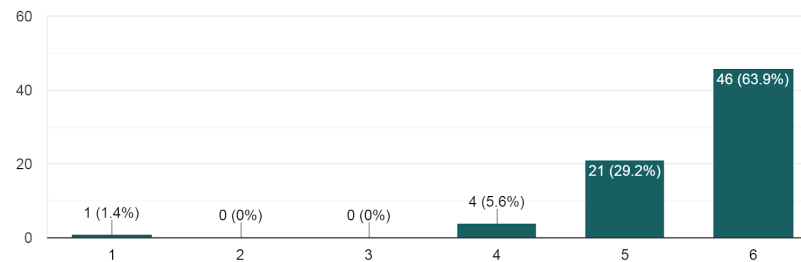
The teacher and administration listens and respond to my concerns, questions, and ideas.

79 responses



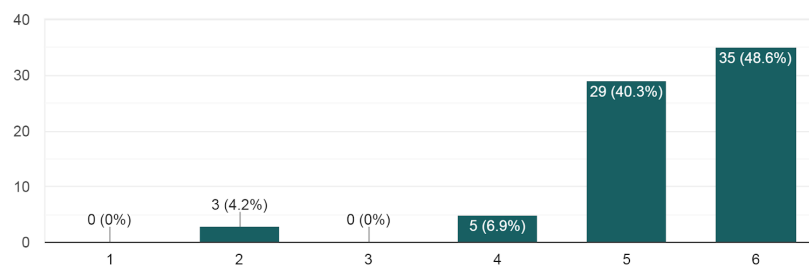
I receive help from the school principal and/or county administration when I ask for it.

72 responses



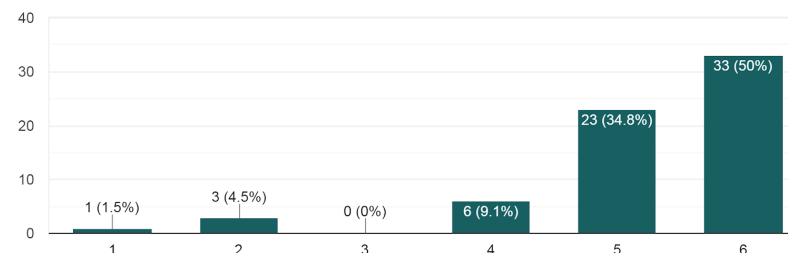
I receive information about parent training and support opportunities.

72 responses



My child's teacher assists me with instructional or skills activities for the home.

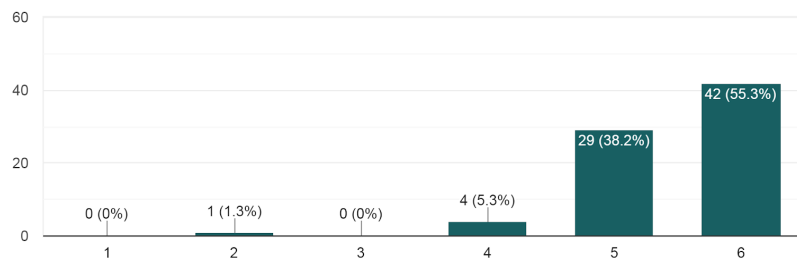
66 responses



**Curriculum:**

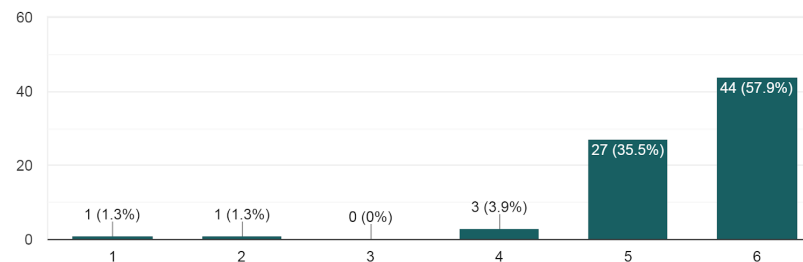
Specialist staff (e.g., speech therapy, vision/hearing, adapted P.E., occupational therapy) are effective in helping my child make progress.

76 responses



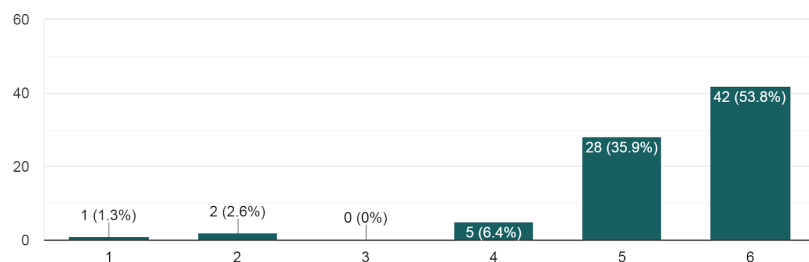
The staff in my child's class addresses student behavioral needs.

76 responses



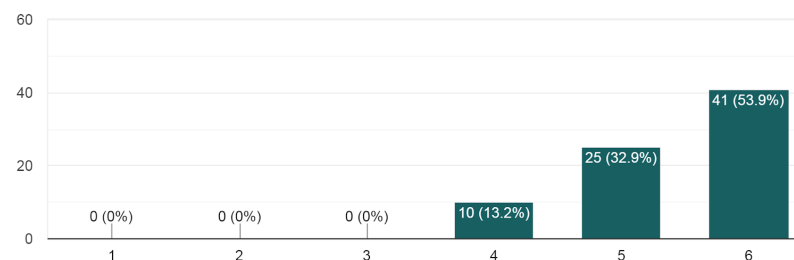
I feel that all of my child's educational needs are being addressed.

78 responses



There are sufficient materials and resources to meet the needs of the students in my child's class.

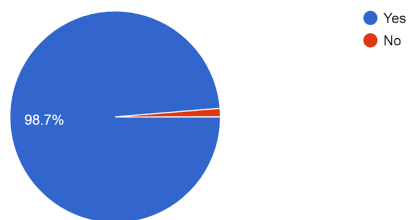
76 responses



**Technology:**

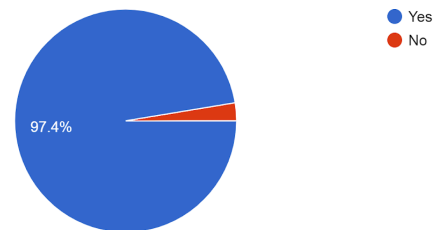
Do you use any type of computer device, like a smart phone, tablet, etc., at home?

77 responses



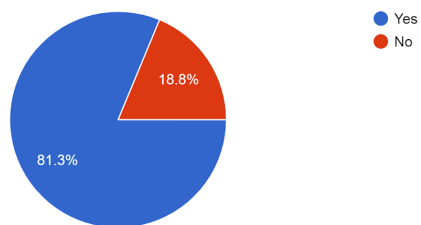
Do you have internet access at home?

77 responses



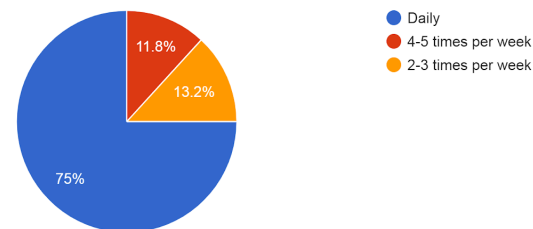
Do you have internet access and computer access at work for communicating with school?

80 responses



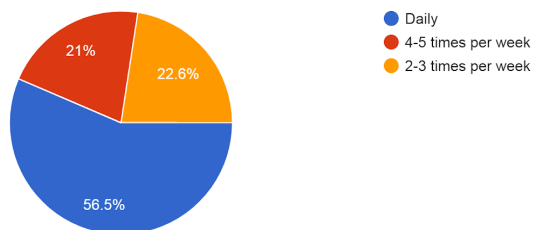
How often do you use the computer?

76 responses



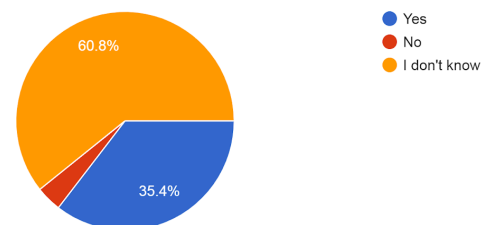
How often does your child use a computer at home or outside of school?

62 responses



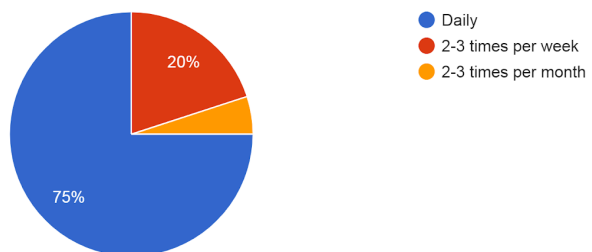
Does your child's teacher use a computer for instruction?

79 responses



If yes, how often is this technology used?

20 responses

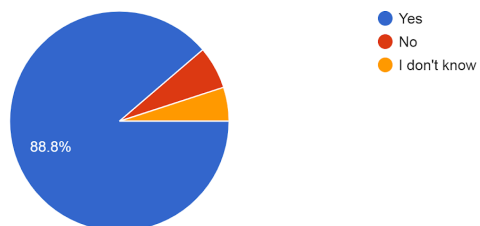


Mark all the ways you are aware that your child is using technology at school:

Uses the internet to find information	57%
Uses an educational software	84%
Takes online classes	2.7%
Completes assignments on the computer	27%
Uses the computer for word processing	19%
Completes assessments on the computer	30%

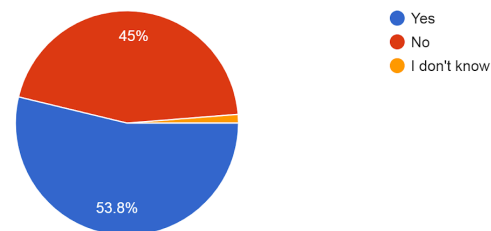
Do you use e-mail?

80 responses



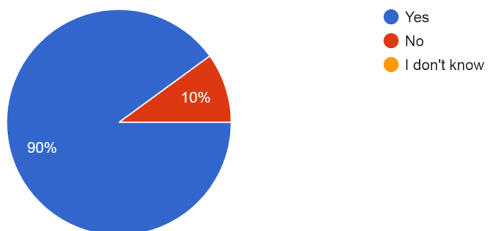
Have you ever communicated with your child's teacher or school via email?

80 responses



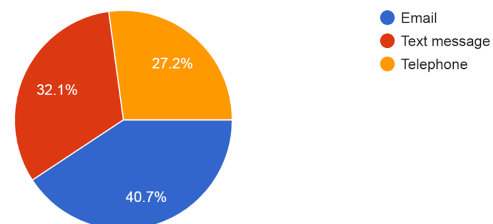
Do you use text messaging?

80 responses



What is the best way to receive communication from school?

81 responses



I use the following social media sites (check all that apply):

Twitter	12%
Instagram	53%
FaceBook	90%
SnapChat	9%

Additional comments and recommendations for program improvement:

- *“Super phenomenal staff at KELC. They are very knowledgeable, well-trained, caring, compassionate, patient people.”*
- *“A better communication (daily notes) is needed. A folder could be a good idea.”*
- *“I would like you to consider more sports for the sign language students.”*
- *“Awesome team of educators! So thankful!”*

## **Addendum**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

# Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:



- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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